DOCUMENT RESUME

ED 122 013 95 CE 006 855

TITLE	Demonstration Program in Individualized Adult Education in Rural Areas, July 1, 1974-December 31, 1975. Final Program Report.
INSTITUTION	Arkansas Univ., Fayetteville. Div. of Continuing Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 76
GRANT	OEG-0-74-1765
NOTE	136p.; Appendix C, "Packet Evaluations," will not reproduce well due to faded broken type
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage
DESCRIPTORS	*Adult Basic Education; *Adult Reading Programs; *Demonstration Projects; Disadvantaged Groups; Educational Needs; *Individualized Instruction; Literacy Education; Measurement Instruments; Program Descriptions; Program Effectiveness; Program Evaluation; Reading Tests; *Rural Education; Student Evaluation; Test Results
IDENTIFIERS	Arkansas

ABSTRACT

The final report of a demonstration project in individualized adult education in rural areas of Arkansas, which took place during the period of July 1974 through December 1975, is presented. Program goals included: (1) to recruit and retain rural male adults who are operating at less than a fourth grade educational level, with emphasis on the underemployed, unemployed, welfare recipients, and heads of families; (2) to develop a targeted replicable curriculum for this group which can gain and maintain interest; (3) to emphasize a high interest level of reading, with elements of social living computational and social living skills, thereby maintaining adult interest with low level skills. Five learning sites were established, with 33 students participating and 20 remaining throughout the project. A variety of assessment instruments provided data about the students on which 80 individualized learning packets were developed, containing pre-and posttests, and learning activities with accompanying scripts on cassette tape. Site evaluation by project coordinators indicated the achievement of project goals. Ten recommendations are presented. The bulk of the document is taken up by appendices, which include the assessment tools, test results, packet evaluations, reading skill check list by level, and workshop and project evaluations. (LH)

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DEMONSTRATION PROGRAM IN INDIVIDUALIZED ADULT EDUCATION IN RURAL AREAS JULY 1, 1974 - DECEMBER 31, 1975

FINAL PROGRAM REPORT

UNIVERSITY OF ARKANSAS
DIVISION OF CONTINUING EDUCATION
FAYETTEVILLE, ARKANSAS 72701

The project presented or reported herein was performed pursuant to Grant No. OEG-0-74-1765 from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

JANUARY, 1976

CE 006855

INTRODUCTION

Adult education offers an unique opportunity for teachers to adopt an individualized instructional approach. The differences in range of ability, level of comprehension and academic level among a heterogeneous undereducated adult population pose a special challenge to the adult education teacher. It was the view of project personnel involved in the University of Arkansas Demonstration Program in Individualized Adult education that this challenge could be realistically and effectively met through the development of appropriate curricula, methodology and evaluation that take into account individual differences among adult learners.

While no single academic undertaking can completely eradicate illiteracy, the successful efforts of the staff of this project clearly illustrate that effective efforts to lower the illiteracy rate can be made.

Staff members have demonstrated that innovative planning and implementation of individualized learning packets can serve as a highly effective instrument in the total approach to adult education instructional problems.

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INTRODUCTION

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While no single academic undertaking can completely eradicate illiteracy, the successful efforts of the staff of this project clearly illustrate that effective efforts to lower the illiteracy rate can be made.

Staff members have demonstrated that innovative planning and implementation of individualized learning packets can serve as a highly effective instrument in the total approach to adult education instructional problems.

The Demonstration Program in Individualized Adult Education in Rural Areas was co-sponsored by the Division of Continuing Education of the University of Arkansas at Fayetteville and the Adult Education Section of the Arkansas Department of Education during the period July 1, 1974 through December 31, 1975.

The stated goals of the program, as set forth in its original proposal were:

1) to recruit and retain rural male adults who are operating at less than a fourth grade educational level, with emphasis on the under-employed, unemployed, welfare recipients, and heads of families.

2) to develop a targeted replicable curriculum for this group which can gain and maintain interest; and

3) to emphasize a high interest level of reading, with elements of social living computational and social living skills, thereby maintaining adult interest with low level skills.

The prerequisites for the accomplishment of the first goal were the establishment of adult education sites for participation in the program and the formation of personnel at those sites who would serve as coordinators and counselors. The Project Director

made the initial contacts with the selected sites--Little Rock, Helena, Bentonville, Marked Tree, and Dermott. Persons at these sites agreed to assume the responsibilities as coordinators and counselors.

The major responsibilities of the counselors were to provide effective local programs of recruitment, retention, and counseling.

Due to the joint effort made by the University of Arkansas, Division of Continuing Education and the State Department of Education, the program was stronger in that the counselors were guided throughout the year by a most able and concerned member of the State Department of Education's counseling staff. The State Department of Education generously contributed the services of the guidance consultant.

The guidance consultant planned and conducted special training sessions at the workshops for the counselors. At the training sessions, he had the opportunity to directly respond to the problems and questions raised by the site counselors. This direct line of communication remained opened throughout the project. He made frequent visits to all sites so that the counselors could have the benefit of on-site consultations. Each counselor also sent weekly status reports directly to the guidance consultant at the State Department of Education in order that any questions and comments included could receive immediate attention.

It might be noted that the guidance consultant promptly submitted all required status reports, thus allowing the Project Office Staff to operate more efficiently and to be apprised of student progress and the current activities of the site counselors.

Cooperation with agencies on the local level was solicited which increased the outreach aspects of the program. For example, various branches of the State Department of Social and Rehabilitative Services in Helena, Dermott, Little Rock, and Marked Tree helped in the recruitment phase of the program by referral of prospective students. The learning site at Bentonville utilized the expertise and records of the Ozark Literacy Council, not only during the recruitment period, but also throughout the program. Cooperation with this council was actively sought by Bentonville's staff.

The Pre-Service Workshop held in North Little Rock served as a training session in which suggestions were elicited for the execution of all responsibilities. Valuable suggestions were made for use in recruiting students as characterized in the original proposal. The major methods used in the recruitment phase of the program were newspaper advertisements, radio spots, and most important, students who were already in attendance at the adult learning centers. The enrollment record reveals the fulfillment of this goal. The number of students who participated was 33; those who remained until its termination (May 15, 1975) were 20 in number. The records further reveal that those who did drop out had legitimate reasons. (See Table 1).

Table 1

LEARNING CENTER PARTICIPANTS

SITE -- DERMOTT

Student	Attendance	WRAT PRE-	WRAT POST	WRAT GAIN	SUB PACKETS	REMARKS
George Freeman	38	.0	1.4	1.4	13	Remained -- 5/15/75
Johnnie Robinson	28	.0	1.3	1.3	13	Remained -- 5/15/75
Silas Williams	37	1.8	2.5	.7	13	Remained -- 5/15/75
Site $\bar{x}$				1.13	39	

SITE -- HELENA

Student	Attendance	WRAT PRE-	WRAT POST	WRAT GAIN	SUB PACKETS	REMARKS
Dale Burton	40	1.5	4.0	2.5	30	Remained -- 5/15/75
Lossie Noble	28	.0	1.0	1.0	13	Remained -- 5/15/75. Received help with auditory discrimination problem.
Richard Thompson	30	.0	1.0	1.0	13	Remained -- 5/15/75
Site $\bar{x}$				1.5	56	

SITE -- MARKED TREE

Student	Attendance	WRAT PRE-	WRAT POST	WRAT GAIN	SUB PACKETS	REMARKS
Henry Daniels	20	2.4	3.6	1.2	17	Remained -- 5/15/75
Son Laymon	24	3.8	4.9	1.1	45	Remained -- 5/15/75
Darrell Schockley	22	7.8	9.0	1.2	31	Remained -- 5/15/75. Above 0-4 reading level.
Orville Fox	20	2.8	4.0	1.2	39	Remained -- 5/15/75
Johnny Risper	25	3.7	4.8	1.1	38	Remained -- 5/15/75
Norah Lester						Dropped
Site $\bar{x}$				1.16	170	

TABLE 1. Continued

SITE -- LITTLE ROCK

Student	Attendance	WRAT PRE-	WRAT POST	WRAT GAIN	SUB PACKETS	REMARKS
Bryson Golden	103	1.5	2.6	1.1	35	Remained -- 5/15/75
Benny Walker	95	1.1	2.6	1.5	35	Remained -- 5/15/75
Jose Gamboa	91	.0	2.0	2.0	32	Remained -- 5/15/75
Roy Heifner		2.9				Dropped -- factory worker, job reopened and returned to work.
Oddie Norman		.2				Dropped -- factory worker, job reopened and returned to work. (very slow progress, eye problem)
Sylvester Scott		2.9				Dropped -- factory worker, job reopened and returned to work.
Roy King Sparks		.5				Dropped -- returned to Rehabilitation Center due to personal problems.
In Sun Kwak		2.4				Dropped -- began to read and was able to enroll in the public schools.
Roy Williams		.0				Dropped
Site $\bar{x}$				1.53	102	

TABLE 1. Continued

SITE -- BENTONVILLE

Student	Attendance	WRAT PRE-	WRAT POST	WRAT GAIN	SUB PACKETS	REMARKS
Maurice Hines	24	2.8	6.1	3.3	44	Remained -- 5/15/75. Only did parts of some packets.
David Parker	12		3.6		no list	Enrolled in Apr. '75. Antagonistic. No WRAT Pre-Test. Beginning to believe he can learn to read.
Tracey E. Poe	30	3.0			no list	Dropped -- Apr. '75. Poor health.
Steve Scholl	18		4.1		14	Enrolled 4/23/75 and remained until 5/15/75.
Joe Arnold	24	4.6	5.1	.5	no list	Remained -- 5/15/75. Attendance erratic.
Billy J. Vick	16	3.4	4.4	1.0	no list	Remained -- 5/15/75.
John Poorman	46	1.3	3.2	1.9	44	Remained -- 5/15/75.
Dennis Trotter	44	.0	1.6	1.6	no list	Remained -- 5/15/75.
Terry Trotter	44	.0	.9	.9	no list	Remained -- 5/15/75.
Terry Tygart	30		3.6		no list	Enrolled late -- Remained until 5/15/75.
Donnie Clayborn	no information available					Remained -- 5/15/75.
Site $\bar{x}$				1.53	102	

The workshop participants devised strategies for counseling and retention in addition to that of recruitment.

STRATEGIES FOR RECRUITMENT

1. Review student enrollment forms for ABE class(es) being conducted at the project sites for those students who meet the criteria of the project's target population.

2. Recruit first from those students identified in number 1.

3. Take immediate action to make contact with persons referred by other ABE students.

4. Make personal contacts with all referrals.

5. Use radio advertising where practical.

6. Establish linkage with those agencies that are most likely to have contact with individuals that meet the criteria of the project target population.

STRATEGIES FOR COUNSELING

1. Establish an open, free exchange kind of counseling relationship with each project participant during the initial interview.

2. Maintain personal contact with each project participant on a schedule of two contacts per week.

3. In addition to number 2, maintain as much casual contact as possible with project participants.

4. It is anticipated that the contacts mentioned above will precipitate educational and personal counseling sessions with the participants. If not, each counselor will initiate counseling contacts that will be for the purpose of providing the participants with educational information. This will lend itself to the use of group counseling for all project participants.

5. An exit interview will be conducted with each participant who leaves the project. Also, follow-up interviews will be conducted at a point approximately six months after the close of the project.

6. Each site counselor will complete a Pre-measure, using the Participant Outcome Measure, for each project participant within the first week that the participant enters the program. The Pre-measure will follow the initial interview.

7. Each site counselor will complete a Post-measure, using the P.O.M. and without referring to the Pre-measure. The Post-measure will follow the exit interview.

STRATEGIES FOR RETENTION

1. Each site counselor, keeping in mind the points made in Dr. Donnie Dutton's address, "Understanding the Adult Learner," which was given at the opening of the pre-service workshop and the techniques of Transactional Analysis as presented by Dr. Otho Hesterly, will be prepared to lend maximum encouragement and huge amounts of positive re-enforcement to each project participant in order to maintain a high percentage of retention in the program.

   Note: It was the consensus of the counselors that Dr. Dutton's address contained the kind of information about adults in general that will fit those persons in the project target population in particular and that, armed with that information, the site counselors (and site coordinators) could effectively deal with a high percentage of the problems that would be likely to cause participants to leave the project. Therefore, it would be very propitious to the program to furnish each site counselor with a summary of the points covered in Dr. Dutton's address.

The development of the Participant Outcome Measure (P.O.M.) was also a positive result of this conference. This instrument was designed to measure the total change of an individual as reflected in the various levels of attitude.

Figure 1 is a reproduction of this measuring device.

UNIVERSITY OF ARKANSAS
DIVISION OF CONTINUING EDUCATION
SPECIAL ADULT EDUCATION RIGHT TO READ PROJECT
PARTICIPANT OUTCOME MEASURE

NAME _____ SS Number _____ Age _____
Last First Middle

Pre Measure ☐ Date_____ Male ☐
Post Measure ☐ Female ☐

Functional Vision_____

Reads Lg. print ☐
Reg. print ☐

I. Attitudes and Goals

___A. Acceptance of Educational Impairment

1. Total denial.
2. Acceptance with underlying hostility and resentment.
3. Limited acceptance.
4. Reasonable acceptance with some minor adjustment problems.
5. Acceptance.

___B. Attitude

1. Rebellious; refuses altogether to do expected tasks or accept suggestions.
2. Indifferent; will do expected tasks or follow suggestions reluctantly.
3. Acceptable; shows signs of interest.
4. Good; approach is positive and well motivated.
5. Exceptional; approach is strongly positive and considerably higher than normally expected.

___C. Realism of Job Goals

1. Does not have plans for a job and is not ready to consider any.
2. Considers job plans but they are not compatible with his abilities.
3. Has begun to think about possible occupations for himself that are within his capabilities.
4. Accepts guidance in planning for future jobs, realizing his limitations.
5. Has developed realistic job goals and readily seeks counsel in planning.

___D. Decision-Making Ability

1. Will neither help make decision nor take action if others help.
2. Others make decisions for him and manage his personal affairs.
3. Prefers others to make decisions but will take some part in decision-making process.
4. Slow but eventually makes own decisions.
5. Takes strong active role in decision-making; rarely needs assistance.

___E. Extent Student Accepts Assistance

1. Resists needed help.
2. Reluctantly accepts help.
3. Apparently accepts help but does not follow through.
4. Accepts but does not seek assistance.
5. Anticipates needs, plans for and accepts assistance.

II. Family and Community Interaction

___A. Role in Family

1. Conscious effort to disrupt family; or completely dependent psychologically on family.
2. Passive negativism and/or hostility; or very dependent.
3. Ambivalent toward family relationships.
4. Assumes reasonably appropriate role but requires counselor assistance.
5. Assumes appropriate role.

___B. Family Support

1. Very poor; family definitely non-supportive; strongly opposes, or wants student dependent.
2. Poor; definite indifference on the part of the family toward student or his education.
3. Fair; support given but inappropriately; evidence of underlying ambivalence on the part of the family; expectations unrealistic, too high or too low.
4. Moderate; although not ideal, support is adequate.
5. Good; family shows understanding of student; very supportive

Figure 1.

10

___C. Participation in Community and/or Social Setting

1. Totally refuses to participate.
2. Generally isolates self.
3. Passive participant.
4. Active participant.
5. Accepted as a leader.

III. Physical Functioning

___A. Personal Living Skills

1. Totally dependent on family, social agencies or institutions.
2. Has adjusted to being dependent, needs supervision with someone making major decisions.
3. Functions in a structured live-in situation.
4. Live independently with proper guidance.
5. Independent and capable of managing time, money and other resources.

___B. Student's Communications

1. With great difficulty.
2. With moderate difficulty.
3. Moderately clear and intelligible.
4. Very clear and intelligible.
5. Exceptionally clear and intelligible.

___C. Communication Skills

1. Extremely limited in communication skills.
2. Functionally illiterate, extremely small vocabulary.
3. Reads, speaks, and/or writes poorly; will have difficulty interpreting even simple instructions.
4. Reads and writes reasonably well, but does not speak easily and may have some difficulty understanding other than simple instructions.
5. Reads, speaks and writes adequately.

___D. General Health Status

1. Continually beset with real or imagined physical complaints.
2. Ill or complaining more often than not.
3. Sometimes feels well, sometimes not.
4. Generally feels well.
5. Very energetic and full of vitality.

IV. Personal Effectiveness

___A. Personal Appearance

1. Unacceptable, slovenly and unkempt; not suitable for any work or social activities.
2. Mostly unsuitable for work and social activities.
3. Generally acceptable with minor exceptions for work and social activities.
4. Mostly acceptable; suitable for normal work and social activities.
5. Acceptable for any work and social activities.

V. Economic/Vocational Status

___A. Dependency of Student on Others for Financial Support

1. Totally dependent on sources other than earnings.
2. Approximately 75 per cent of income from sources other than earnings.
3. Approximately 50 per cent of income from sources other than earnings.
4. Approximately 25 per cent of income from sources other than earnings.
5. Completely independent.

___B. Weekly Earnings

1. $0 - $25.00
2. $25.01 - $50.00
3. $50.01 - $75.00
4. $75.01 - $100.00
5. $100.01 and above

___C. Work Status

1. Not working.
2. Trainee or worker (non-competitive labor market).
3. Homemaker, unpaid family worker, not working student.
4. Wage or salaried worker (sheltered workshop), state agency managed business enterprise (BEP).
5. Wage or salaried worker (competitive labor market) or self-employed (except BEP).

Figure 1 continued

___D. Primary Source of Support

1. Public assistance, private relief, or resident of public institution; complete dependency.

2. Disability and sickness insurance (SSDI, Workmen's Compensation, Civil Service, etc.).

3. Family and friends, or non-disability insurance (Retirement, Survivors, Annuity, etc.).

4. Dividends, interest, rent and savings.

5. Own earnings.

E. Employment Potential

1. Questionable training potential.

2. Limited potential.

3. Good potential.

4. Employable at former job or another job without training.

5. Presently employed in competitive labor market and will continue on same job or higher job.

Counselor Signature_____

Site_____

Date_____

Figure 1 continued

After recruiting the students, the counselors counseled them at least once a week. The counselors also completed and submitted a P.O.M. for each student at both the beginning and the end of the program. As the following tables illustrate, the P.O.M. had five general attributes (Attitudes and Goals, Family and Community Interaction, Physical Functioning, Personal Effectiveness, and Economic/Vocational Status.) Each of these had several subtopics. An analysis of project records disclosed that the average gain from the pre and post assessment was as follows: (See Chart 1)

Chart 1

		X
I.	Attitudes and Goals	
	Acceptance of Educational Impairment	3.59
	Attitude	3.87
	Realism of Job Goals	5.79
	Decision-Making Ability	3.61
	Extent Student Accepts Assistance	3.81
II.	Family and Community Interaction	
	Role in Family	2.17
	Family Support	4.81
	Participation in Community and/or Social Setting	3.56
III.	Physical Functioning	
	Personal Living Skills	2.64
	Student's Communications	5.32
	Communication Skills	7.10
	General Health Status	3.53
IV.	Personal Effectivenss	
	Personal Appearance	3.78
V.	Economic/Vocational Status	
	Dependence of Student on Others for Financial Support	5.44
	Weekly Earnings	3.51
	Work Status	2.93
	Primary Source of Support	.67
	Employment Potential	3.78

Tables 2, 3, 4, 5, and 6 present a detailed account of each individual score grouped according to the records of the Adult Education Centers. The pre and post scores are given as well as the gain or loss for each student. The mean for each site and for each subtopic has been computed. A partial reason for the gains may be attributed to the positive relationships the counselors established with the students.

Students who were absent more than twice were contacted by the counselors to find out if they were having any difficulties. Due mainly to this personal interest in the students displayed by the counselors, most of them either remained with the program or notified the counselors if termination was unavoidable.

Table 2

ATTITUDES AND GOALS

SITE:	A			B			C			D			E		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Bentonville															
Arnold	3.0	4.0	1.0	3.0	3.0	---	1.0	3.0	2.0	2.0	3.0	1.0	3.0	4.0	1.0
Clayborn	3.0	4.0	1.0	3.0	4.0	1.0	3.0	5.0	2.0	2.0	4.0	2.0	3.0	4.0	1.0
Hines	3.0	4.0	1.0	4.0	5.0	1.0	3.0	3.0	---	4.0	5.0	1.0	3.0	5.0	2.0
Poorman	3.0	4.0	1.0	3.0	4.0	1.0	2.0	5.0	3.0	2.0	3.0	1.0	3.0	4.0	1.0
$\bar{X}$			1.0			.75			1.75			1.25			1.25
SITE:															
Dermott															
Freeman	5.0	5.0	---	5.0	5.0	---	4.0	1.0	-3.0	4.0	4.0	---	5.0	5.0	---
Robinson	3.0	5.0	2.0	3.0	5.0	2.0	4.0	4.0	---	3.0	4.0	1.0	3.0	4.0	1.0
Williams	4.0	5.0	1.0	4.0	4.0	---	4.0	3.0	-1.0	4.0	4.0	---	4.0	3.0	-1.0
$\bar{X}$			1.0			.66			-.66			.33			.66
SITE:															
Helena															
Burton	5.0	5.0	---	5.0	5.0	---	4.0	5.0	1.0	4.0	5.0	1.0	5.0	5.0	---
Noble	4.0	5.0	1.0	3.0	5.0	2.0	2.0	5.0	3.0	3.0	4.0	1.0	3.0	5.0	2.0
Thompson	4.0	5.0	1.0	3.0	4.0	1.0	2.0	4.0	2.0	3.0	5.0	2.0	3.0	5.0	2.0
$\bar{X}$			.66			1.0			2.0			1.3			1.3
Little Rock															
Bryson	5.0	5.0	---	4.0	5.0	1.0	3.0	5.0	2.0	4.0	4.0	---	5.0	5.0	---
Gamboa	4.0	5.0	1.0	5.0	5.0	---	5.0	5.0	---	4.0	5.0	1.0	5.0	5.0	---
Walker	5.0	5.0	---	4.0	5.0	1.0	2.0	4.0	2.0	4.0	4.0	---	4.0	4.0	---
$\bar{X}$			.33			.66			1.3			.33			---
SITE:															
Marked Tree															
Daniels	5.0	5.0	---	3.0	3.0	---	4.0	5.0	1.0	4.0	4.0	---	4.0	4.0	---
Fox	3.0	5.0	2.0	3.0	4.0	1.0	2.0	5.0	3.0	3.0	4.0	1.0	4.0	5.0	1.0
Layman	5.0	5.0	---	4.0	5.0	1.0	1.0	2.0	1.0	3.0	4.0	1.0	3.0	5.0	2.0
Risper	5.0	5.0	---	3.0	4.0	1.0	4.0	5.0	1.0	3.0	3.0	---	4.0	4.0	---
Shockley	4.0	5.0	1.0	4.0	5.0	1.0	3.0	4.0	1.0	4.0	4.0	---	4.0	4.0	---
$\bar{X}$			.6			.8			1.4			.4			.6
$\bar{X}$ of $\bar{X}$'s			.72			.77			1.16			.72			.76

A--Acceptance of Education Impairment

B--Attitude

C--Realism of Job Goals

D--Decision-Making Ability

E--Extent Student Accepts Assistance

Table 3

FAMILY AND COMMUNITY INTERACTION

SITE:	A			B			C		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Bentonville									
Arnold	2.0	5.0	3.0	2.0	4.0	2.0	2.0	3.0	1.0
Clayborn	2.0	5.0	3.0	2.0	5.0	3.0	2.0	3.0	1.0
Hines	3.0	5.0	2.0	4.0	5.0	1.0	3.0	3.0	---
Poorman	2.0	2.0	---	3.0	4.0	1.0	2.0	2.0	---
$\bar{X}$			2.0			1.75			.5
SITE:									
Dermott									
Freeman	5.0	5.0	---	4.0	5.0	1.0	4.0	4.0	---
Robinson	4.0	4.0	---	3.0	4.0	1.0	3.0	3.0	---
Williams	5.0	5.0	---	4.0	4.0	---	4.0	4.0	---
$\bar{X}$			---			.66			---
SITE:									
Helena									
Burton	3.0	5.0	2.0	5.0	5.0	---	3.0	4.0	1.0
Noble	5.0	5.0	---	4.0	5.0	1.0	3.0	4.0	1.0
Thompson	3.0	5.0	2.0	3.0	5.0	2.0	3.0	4.0	1.0
$\bar{X}$			1.3			1.0			1.0
SITE:									
Little Rock									
Bryson	5.0	5.0	---	5.0	5.0	---	2.0	4.0	2.0
Gamboa	5.0	5.0	---	4.0	4.0	---	4.0	4.0	---
Walker	5.0	4.0	-1.0	5.0	5.0	---	4.0	4.0	---
$\bar{X}$			-.33			---			.66
SITE:									
Marked Tree									
Daniels	5.0	5.0	---	2.0	4.0	2.0	1.0	1.0	---
Fox	5.0	5.0	---	3.0	5.0	2.0	2.0	3.0	1.0
Layman	4.0	5.0	1.0	4.0	4.0	---	1.0	3.0	2.0
Risper	5.0	5.0	---	2.0	4.0	2.0	2.0	4.0	2.0
Shockley	5.0	5.0	---	3.0	4.0	1.0	2.0	4.0	2.0
$\bar{X}$			.2			1.4			1.4
$\bar{X}$ of $\bar{X}$'s			.43			.96			.71

A--Role in Family

B--Family Support

C--Participation in Community and/or Social Setting

Table 4

PHYSICAL FUNCTIONING

SITE:	A			B			C			D		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Bentonville												
Arnold	2.0	3.0	1.0	1.0	2.0	1.0	1.0	3.0	2.0	3.0	4.0	1.0
Clayborn	2.0	2.0	---	1.0	2.0	1.0	1.0	3.0	2.0	3.0	4.0	1.0
Hines	4.0	5.0	1.0	2.0	3.0	1.0	1.0	3.0	2.0	3.0	3.0	---
Poorman	1.0	1.0	---	1.0	2.0	1.0	1.0	3.0	2.0	3.0	3.0	---
$\bar{X}$			.5			1.0			2.0			.5
SITE:												
Dermott												
Freeman	4.0	4.0	---	2.0	2.0	---	2.0	3.0	1.0	4.0	4.0	---
Robinson	4.0	4.0	---	2.0	4.0	2.0	2.0	3.0	1.0	4.0	4.0	---
Williams	4.0	4.0	---	3.0	3.0	---	2.0	3.0	1.0	4.0	4.0	---
$\bar{X}$			---			.66			1.0			---
SITE:												
Helena												
Burton	4.0	5.0	1.0	3.0	5.0	2.0	3.0	5.0	2.0	4.0	5.0	1.0
Noble	2.0	5.0	3.0	3.0	4.0	1.0	2.0	5.0	3.0	3.0	5.0	2.0
Thompson	3.0	5.0	2.0	2.0	4.0	2.0	2.0	4.0	2.0	1.0	5.0	4.0
$\bar{X}$			2.0			1.6			2.3			2.3
SITE:												
Little Rock												
Bryson	5.0	5.0	---	3.0	4.0	1.0	3.0	3.0	---	4.0	5.0	1.0
Gamboa	5.0	5.0	---	3.0	4.0	1.0	3.0	3.0	---	5.0	5.0	---
Walker	5.0	3.0	-2.0	3.0	3.0	---	3.0	3.0	---	5.0	5.0	---
$\bar{X}$			-.66			.66			---			.33
SITE:												
Marked Tree												
Daniels	4.0	4.0	---	1.0	2.0	1.0	3.0	2.0	-1.0	4.0	4.0	---
Fox	5.0	5.0	---	2.0	4.0	2.0	2.0	4.0	2.0	5.0	5.0	---
Layman	1.0	4.0	3.0	2.0	3.0	1.0	1.0	4.0	3.0	3.0	4.0	1.0
Risper	4.0	5.0	1.0	1.0	3.0	2.0	1.0	4.0	3.0	4.0	4.0	---
Shockley	5.0	5.0	---	3.0	4.0	1.0	3.0	5.0	2.0	4.0	5.0	1.0
$\bar{X}$			.8			1.4			1.8			.4
$\bar{X}$ of $\bar{X}$'s			.53			1.06			1.4			.71

A--Personal Living Skills

B--Student's Communications

C--Communication Skills

D--General Health Status

Table 5

PERSONAL EFFECTIVENESS

SITE:	A Pre	A Post	Gain
Bentonville			
Arnold	3.0	4.0	1.0
Clayborn	3.0	3.0	---
Hines	3.0	4.0	1.0
Poorman	3.0	4.0	1.0
$\bar{X}$			.75
SITE:			
Dermott			
Freeman	4.0	5.0	1.0
Robinson	3.0	3.0	---
Williams	4.0	4.0	---
$\bar{X}$			.33
SITE:			
Helena			
Burton	4.0	5.0	1.0
Noble	5.0	5.0	---
Thompson	3.0	5.0	2.0
$\bar{X}$			1.0
SITE:			
Little Rock			
Bryson	2.0	5.0	3.0
Gamboa	4.0	5.0	1.0
Walker	4.0	4.0	---
$\bar{X}$			1.3
SITE:			
Marked Tree			
Daniels	4.0	4.0	---
Fox	3.0	4.0	1.0
Layman	1.0	2.0	1.0
Risper	3.0	3.0	---
Shockley	4.0	4.0	---
$\bar{X}$			.4
$\bar{X}$ of $\bar{X}$'s			.76

A--Personal Appearance

Table 6

ECONOMIC/VOCATIONAL STATUS

SITE:	A			B			C			D			E		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Bentonville															
Arnold	1.0	2.0	1.0	1.0	1.0	---	3.0	3.0	---	3.0	3.0	---	3.0	3.0	---
Clayborn	4.0	5.0	1.0	4.0	4.0	---	5.0	5.0	---	3.0	5.0	2.0	2.0	5.0	3.0
Hines	2.0	5.0	3.0	4.0	5.0	1.0	5.0	5.0	---	3.0	5.0	2.0	5.0	5.0	---
Poorman	1.0	1.0	---	1.0	1.0	---	3.0	3.0	---	3.0	3.0	---	3.0	3.0	---
$\bar{X}$			1.25			.25			---			1.0			.75
SITE:															
Dermott															
Freeman	5.0	5.0	---	---	5.0	---	1.0	1.0	---	3.0	3.0	---	2.0	---	---
Robinson	4.0	5.0	1.0	3.0	4.0	1.0	5.0	4.0	-1.0	5.0	5.0	---	2.0	4.0	2.0
Williams	1.0	5.0	4.0	4.0	4.0	---	1.0	1.0	---	2.0	3.0	1.0	2.0	2.0	---
$\bar{X}$			1.6			.33			.33			.33			.66
SITE:															
Helena															
Burton	5.0	5.0	---	5.0	5.0	---	4.0	5.0	1.0	5.0	5.0	---	3.0	5.0	2.0
Noble	4.0	5.0	1.0	1.0	5.0	4.0	2.0	4.0	2.0	5.0	5.0	---	2.0	5.0	3.0
Thompson	5.0	5.0	---	4.0	5.0	1.0	4.0	4.0	---	5.0	5.0	---	2.0	4.0	2.0
$\bar{X}$			.33			1.6			1.0			---			2.3
SITE:															
Little Rock															
Bryson	2.0	5.0	3.0	5.0	5.0	---	5.0	5.0	---	5.0	5.0	---	5.0	5.0	---
Gamboa	5.0	5.0	---	5.0	5.0	---	5.0	5.0	---	5.0	5.0	---	4.0	5.0	1.0
Walker	1.0	3.0	2.0	1.0	2.0	1.0	3.0	3.0	---	3.0	3.0	---	3.0	4.0	1.0
$\bar{X}$			1.6			.33			---			---			.66
SITE:															
Marked Tree															
Daniels	3.0	5.0	2.0	2.0	4.0	2.0	2.0	5.0	3.0	5.0	5.0	---	2.0	2.0	---
Fox	5.0	5.0	---	2.0	3.0	1.0	5.0	4.0	-1.0	5.0	5.0	---	2.0	5.0	3.0
Layman	2.0	2.0	---	2.0	2.0	---	1.0	4.0	3.0	3.0	1.0	-2.0	4.0	2.0	-2.0
$\bar{X}$			.66			1.0			1.6			-.66			.33
$\bar{X}$ Of $\bar{X}$'s			1.09			.70			.59			.13			.94

A--Dependency Of Student On Others For Financial Support

B--Weekly Earnings

C--Work Status

D--Primary Source Of Support

E--Employment Potential

The accomplishment of the second goal which involved the packets required the combined efforts of the project staff and the site coordinators. The site coordinators, also, attended the Pre-Service Workshop in North Little Rock where they, too, participated in a special training session. The duties of the coordinators were outlined as the project staff and the curriculum consultant demonstrated the administration of the assessment tools, the use of packets and other materials, and the proper method of preparing and submitting reports.

The assessment tools demonstrated were the Wide Range Achievement Test, the Individual Reading Inventory, and the Diagnostic Tests (Phoentic Analysis and Structural Analysis).

The Wide Range Achievement Test (WRAT) is not the most accurate assessment tool because it only requires that the students pronounce a list of words. Reading involves far more than pronouncing words. However, the WRAT was used because of expediency. It is easy to administer and it allows the coordinators to determine an approximate reading level. The results gave them an idea of the reading level on which to start the students in the diagnostic testing. The Individual Reading Inventory (IRI) is another assessment tool that was tried. In the IRI passages are read according to grade levels thus allowing the coordinators to determine the independent, instructional, and frustrational reading levels. As the students read each passage, the coordinators indicated errors that were made. Then comprehensive questions based upon the passage were asked.

Therefore, the coordinators were able to determine a reading level for the student's word recognition or attack skills and a level for their reading comprehension skills. The last assessment tool used is a diagnostic test which has two parts; a phonetic analysis section and a structural analysis section. Level A, Phonetic Analysis, has five parts: Letters of the Alphabet, for testing the students' ability to write the upper and lower case letters; Vowel Sounds, for testing the students' ability to recognize long and short vowels and vowel digraphs and dipthongs; Consonant Sounds, for testing the students' knowledge of initial sounds, blends, digraphs and rhyming words; Word Analysis, for testing the students' knowledge of syllabication; and Basic Sight Words, which tests the student's ability to pronounce words. Level B, Structural Analysis, has two parts. The first part, Vocabulary Word Recognition, is divided into five sections: Compound Words, for testing the students' ability to recognize the two parts of a compound word; Root Words, for testing the students' ability to recognize the root words in words with affixes; Contractions; Homonyms, Synonyms and Antonyms, for testing the students' word meaning ability; Plurals, for testing the students' ability to use the correct allomorph in pluralizing words; and Possessives, for testing the students' ability to make both singular and plural words possessive. The second part is Study Skills which is specifically related with alphabetizing.

Coordinators were shown how to plot the results of these tests on student summary and class summary sheets. The student summary sheet indicated each student's weaknesses and strengths

and the class summary presented a survey showing the skills in which the class, as a whole, needed remediation. (See Appendix B for samples.) These summary sheets also served as some indication of the nature and type of skills on which to concentrate during packet production. The coordinators used a plus sign (+) to indicate that the student showed satisfactory knowledge of the skill and a minus sign (-) to indicate the need for remediation in that skill.

The project staff and curriculum consultant also explained how to select the correct packets for each student's use. Four levels of packets were prepared ranging from 1.0 to 4.0 grade reading level: Level I (1.0 - 1.75), Level II (1.75 - 2.0), Level III (2.0 - 3.0), and Level IV (3.0 - 4.0). The packets included skills encompassing all levels of reading difficulty (from the alphabet to the higher comprehension skills). Each packet had a Pre-Test, a Post-Test, and learning activities. There were also cassettes for a number of packets that explained the skills being taught. Review packets were designed to reinforce the skill and check the student's retention. Coordinators were advised to use the review packets a few weeks after the student had completed the regular packet. After the student had completed each packet, the teacher submitted an evaluation of the packet, which also included some suggestions to the project staff for the production of future packets and positive criticism of the packet itself. A review of the packet evaluations revealed their effectiveness in terms of practicality, ease of comprehension

and performance by the students, and their applicability to other learning situations. With the input provided by these evaluations, the project staff was assured of the future effectiveness and practicality of the packets as part of any adult education reading program. The staff produced 80 packets; 20 of which were reproduced and sent to the sites; 60 of which remain to be reproduced.

To determine the packet level for each student, the coordinators used a combination of all the testing instruments to assess the students' reading levels. Coordinators compared the students' reading levels on the WRAT, their performances on the Diagnostic test, their reading levels for word recognition, their comprehension on the Reading Inventory and their general behavior that was observed as they were reading. Consider this example for assessing a level: A student performed in the following manner:

WRAT -- 2.3 reading level

Reading Inventory -- 2.2 Instructional Reading level for Word Recognition.
2.2 Independent Reading level for Comprehension.

Diagnostic Test -- Consonant sounds (remediation needed with all except initial sounds).
Vowel Sounds (remediation needed).
All other skills on the test (remediation needed).

A quick glance of this student's performance will reveal that he should begin with Level I of the Packet Series. The coordinator looked at the Scope and Sequence for Level I and

learned that consonants and vowel sounds are covered under Phonetic Analysis. Since these are the basic sounds and the student demonstrated difficulty with them, he should begin here. The results of the Reading Inventory also indicated Level I. The student should begin working at a grade level below what he tested on the Inventory. That will again place him in Level I. In administering the tests, the teacher viewed other indications of the student's needs by his behavior during testing. These actions are observable, but not measurable.

The coordinators checked the skills under each level in the Scope and Sequence to see what was involved. If the students had not sufficiently mastered these particular skills, then they began at that particular level. Coordinators made sure the students could master all the skills of a packet series level before assigning them to a higher level in the packet series.

The following information explains how the packets were effectively used. They have three parts: A Pre-Test, some learning activities (Student Activity Sheets), and the Post-Test.

Administering the Pre-Test

The first page of the packet is a Pre-Test. The purpose of the Pre-Test is to determine the students' knowledge of the skill that is taught in the packet. A score of 100% on the Pre-Test was an indication that the students had sufficient knowledge of the skill and did not need to work with the learning activities in the packet. They could, therefore, go on to the next packet.

If the score was below 100%, the students needed to work on that skill and, therefore, would do the learning activities (Student Activity Sheets) in the packet.

The coordinators only explained the directions for taking the test. The Pre-Test could be administered to the entire group or individually, depending on the discretion of the coordinators and the reading level of each student.

The answers for the Pre-Test were not included on the coordinators' script or the tape; therefore, the coordinators scored the Pre-Test. If the score was below 100%, the student completed all learning activities in the packet.

Administering the Learning Activities (Student Activity Sheets)

After the students completed the Pre-Test and the coordinators scored it and determined that the students should work in that particular packet, the students began work on the learning activities of that packet.

There were several learning activities for each packet. The learning activities were provided for remediation in auditory discrimination and visual discrimination. With most sets of Student Activity Sheets, there were scripts recorded on a Cassette tape that explained the skill being taught and told the students what tasks to perform. Therefore, the students listened to the directions on the tape as they worked on each Student Activity Sheet in the packet. There were also written directions

at the top of each Student Activity Sheet, except for the one on auditory discrimination; therefore, the students practiced the reading skills they learned by reading along with the taped script. However, if the students had particular difficulties and needed individual attention from the coordinators, the coordinators read the script orally while explaining to the students the skill that was being learned. By listening to the tape, the students received immediate reinforcement since the answers to the exercises were provided on the tape or on answer sheets found after the Post-Test in each packet.

If the students still did not understand the concept of the skill after listening to the tape and doing the exercises, the coordinators explained it to them before they began work on another packet.

The script for each packet was separated from the Pre-Test, Post-Test, and learning activities. The coordinators received the script and gave the learning activities to the students who were working on a packet at their particular reading level. Again, a colored cover sheet indicating reading level was the first page of the script. Information, such as, the level, title, goal, concept, sub-concept, objective, needed materials, and contents concerning the particular packet was included on this page. Following the cover sheet was the coordinator's direction sheet which included directions for administering the Pre-Test, Learning Activities, and Post-Test.

Administering the Post-Test

A Post-Test was administered after the students had completed the activity sheets for the packet. The Post-Test was almost always identical to the Pre-Test. Many times only the sequential order of the words and pictures were changed.

As in the case of the Pre-Test, the Post-Test could have been administered individually or to the entire group working on the particular packet. Since the purpose of the Post-Test was to determine or measure the students' knowledge of the skill after having completed work on the learning activities, the students' performances on the Post-Test were an indication of their need to review the material with which they had difficulty or an indication of their readiness to pursue the next packet. If the students scored below 100%, they reviewed those activity sheets that provided them with more experience in perfecting the skill. However, if 100% was scored by the students on the Post-Test, they were ready to proceed to the next packet. Again, there were no taped answers to the Post-Test. The coordinators scored the test.

Review Packets

The Review Packet served as a summary of the skills covered in the original packet or packets having the same code and title. There were no Pre-Tests or Post-Tests; there were only learning activities (Student Activity Sheets). A tape accompanied the packet in order that the students could hear the names of the pictures and the words which appeared on the Student Activity Sheets. There was one answer sheet per Student Activity Sheet.

The Review Packet was administered a week or so following the completion of the original packet or packets. It served as a reinforcement device and also as an indicator that the students had mastered the skills taught in a certain packet or packets.

An example is packet PA-A-1 (Phonetic Analysis - Sound Perception - Group I under 1.). Group I under Sub-Concept 1. included the initial consonants t, n, r, m, and d. After a student had completed the original packet PA-A-1 including the Post-Test, the coordinator waited a week or so and then let the student do the activities in the Review Packet -- PA-A-1 -- REVIEW -- which covered the same consonants. The students' mastery of these consonants was revealed. If there was any loss of knowledge of the skill, the coordinators provided the students with additional worksheets.

Packet Evaluations

The coordinators were supplied with a bulk of Packet Evaluation Sheets. The coordinators provided the Project Office with the information requested on the Packet Evaluation Sheet after the individual student working on a particular packet level had completed the packet. The purpose of this evaluation was to provide clues that would help in developing more packets.

The evaluation also provided a space for any comments the coordinators had concerning the directional information included in the packet, the student's performance, and/or the presentation of the materials in the packet. The coordinators felt free to make any comments and suggestions for improving the packet. (See Appendix C for replica of these evaluations.)

The Scope and Sequence, mentioned earlier, was developed to serve as a guide in devising the packets. The skills are listed according to level (I,II,III, and IV) and type (e.g., phonetic analysis and structural analysis). (See Appendix D.) The substance of the materials reveals that low-ability high-interest level materials were used, including such subjects as budgeting wisely, caring for clothes, applying for a job, enrolling in school, learning a skill, and writing business letters. These areas are of interest to adults, and the project staff wrote the packets on a level that could be understood by the functionally illiterate.

The consultants and staff also explained the status reports and student data sheets.

The status reports were due in the project office the first day of each week. This, of course, meant that each report covered the activities of the previous week. The purposes of these reports were to give a brief summary of the results of using the packets, to indicate other reading activities in which the students engaged, to approximate time spent on preparatory tasks, and to allow the coordinators to make suggestions and comments.

The information on the Student Data Sheet was completed and returned to the project office at the beginning of the program and at the end of the school year in May. It requested the students' instructional and independent reading levels, the WRAT reading score, the students' P.O.M. (which was obtained from the site counselors), and also a list of the packets which the students had completed.

At the beginning of the program, only the reading levels, the WRAT score, the reading level assessed by the diagnostic test, and the P.O.M. (Participant Outcome Measure) were submitted.

At the end of the program (the school year), the students' reading levels, the WRAT score (from post-testing), the reading level from the diagnostic test, the P.O.M. and a list of packets completed were submitted. In listing the packets, the coordinators indicated the title of each packet, the level of the packet, and the code number.

There were other aspects of the Pre-Service workshop that were helpful to the group as a whole. Many of the coordinators and counselors were already working with adults in various capacities. However, at the Pre-Service workshop there were consultants who were specialists in the area of adult education who informed them and awakened their awareness of the characteristics of the adult learner, the percentage of illiterate adults in Arkansas, and other important aspects of adult education. The evaluations of the workshop by the coordinators and counselors revealed that it had been meaningful, useful, and informative. The workshop evaluations prepared by the participants revealed the interest of the group in the topics presented, the benefits and learning experiences received, the accomplishments made at the workshop that related to the effectiveness of the program, and suggestions for improvement in future workshops. (The results of these evaluations are in Appendix E)

The overall project evaluations by the site coordinators at the end of the year revealed their assessment of the effectiveness of the program. This can best be illustrated by reviewing the personal comments made by the site coordinators along with the evaluation forms provided for them. (See Appendix F)

An In-Service workshop was held in Hot Springs, Arkansas. Separate group sessions for the coordinators and counselors were held. The major emphasis was on the progress of the program and the problems encountered in executing their duties and responsibilities. Through meaningful dialogue the project staff gained valuable information vital to the improvement of packet production. The coordinators and counselors also were given additional suggestions for working with the participants.

At the In-Service workshop the project staff was able to determine that a concise and practical explanation of the duties of the coordinator was needed to help the program operate more smoothly and effectively. The staff envisioned a coordinator's teaching manual to eradicate the problems that the coordinators were encountering. One of the major criticisms was the confusion the coordinators experienced in administering the tests and preparing reports accurately. There were several criticisms of the tapes that accompanied the packets. The criticisms did not concern the content of the tapes, but their technical quality.

Therefore, prior to the beginning of the second year of the program, a coordinator's teaching manual was designed to be presented and explained at the follow-up workshop held in Dumas, Arkansas, November 6-7, 1975.

The purpose of the manual was to serve as an aid to coordinators in their successful administering of the following:

1) Wide Range Achievement Test
2) The Individual Reading Inventory
3) The Diagnostic Tests
   a) Phonetic Analysis
   b) Structural Analysis

and to guide the coordinators in the effective use of the reading packets and suggest supplementary reading materials.

The manual was developed for the following reasons:

1) Many coordinators who attended the initial workshop in which testing procedures were explained did not get a clear understanding of them.

2) Some of the tests were unfamiliar to the coordinators and might have caused problems when they were administered.

3) Some of the materials requested in regards to testing results were erroneously recorded and submitted.

4) The explanation of packet selection and use was unclear.

5) Many coordinators found that notes taken at the workshop were insufficient in terms of answering questions that occurred while trying to test, etc. The manual was to act as an aid in solving these problems.

6) The submission of the regular reports was not fully understood by the coordinators. Sometimes they had to be contacted for an explanation of their reports.

7) Sequential step-by-step procedures were thought to be the solution to the problems which coordinators might encounter.

The manual included an explanation of the tasks required of the coordinators:

1) An explanation of each of the following tests and an example of how the test was to be administered, scored and recorded on the appropriate summary sheets;

a) WRAT
b) Independent Reading Inventory
c) Diagnostic Tests
    1) Phonetic Analysis
    2) Structural Analysis

2) A sample of the class and individual summary sheets to show how the coordinator records the strengths and weaknesses of the students.

3) An explanation of how to determine packet level of students.

4) Use of Pre- and Post-tests that accompany packets.

5) Importance and purpose of the packet evaluations.

6) Suggestions for use of supplementary materials.

7) An example and explanation of regular reports and of the student data sheets.

8) A chart that summarizes the duties and responsibilities of the coordinator.

In summary, the manual was intended to be a step-by-step teaching program for the coordinators to follow.

Due to the proficiency in devising practical record indices of the project office staff, the progress and success of the Program can be easily determined. The staff prepared two tools for locating data: 1) an alphabetical index file which is a modified subject index; and 2) a numberical index which helped to locate the data by following an established numerical sequence. This filing system served as a valuable aid in retaining revelant program materials and records which were easily retrieved. (See Appendix H)

The productivity of the program has been evidenced through its records. The records revealed that 80 packets were completed. The status sheets revealed that students increased their reading ability level, an average of 1.4 years with a range from .5 to 3.3 years.

An additional account of the program's predicted success and effectiveness laid in further dissemination of developed packets. Upon request from persons working in similar adult education programs, packets were made available to them for their use.

No single program can completely eradicate illiteracy. However, this evaluation of the Demonstration Program in Individualized Adult Education in Rural Areas illustrates that effective efforts to diminish illiteracy can be made. Materials and methods used to present them, personal interest shown by counselors and coordinators in student accomplishments, and motivation and interest exemplified by the students illustrate that combined efforts and energies have indicated that such a demonstration program can be successful.

CONCLUSIONS

1. Goal 1 -- the recruitment and retention of rural male adults who are operating at less than a fourth grade educational level, with emphasis on the underemployed, unemployed, welfare recipients, and heads of families. This goal was achieved early in the program. This is evidenced through the results of the Participant Outcome Measures (P. O. M.), the reading tests and informal conferences with Site Counselors. Retention rate was high and is documented by the enrollment record, thus showing a 67 percent retention rate.

2. Goal 2 -- to develop a targeted replicable curriculum for this group which can gain and maintain interest. Eighty reading packets were developed, of which twenty were reproduced and sent to the participating sites. Sixty remain to be reproduced. There were no packets developed for reading levels III and IV as originally planned, because the packets written for levels I and II were longer and more thorough, and therefore, more time consuming. Also, the reading levels of the participating students did not exceed level II.

3. Goal 3 -- to emphasize a high interest level of reading, with elements of social living computational and social living skills, thereby maintaining adult interest with

low level skills. Comments by Site Coordinators revealed that students received the packets and worked on them enthusiastically. Topics of interest to the adult learner incorporated in the packets were: household budgeting, caring for clothes, applying for a job, enrolling in school, learning a skill, family problems, writing business letters, and information regarding applying for apprenticeships.

Each Site Coordinator was asked by the Project Staff to submit a list of books which they believed would interest their students. The Project Staff ordered books from these lists, as well as mathematical materials and a simplified newspaper, which were dissimenated to the sites by the Project Director during his regular visits.

4. The students did show a measurable gain in their reading abilities. As shown by the results of the WRAT, an overall gain of 1.4 years was attained.

5. Cooperative efforts among the Demonstration Project and related agencies were jointly directed toward the common goal of eliminating illiteracy in the State. Public library systems, the Ozark Literacy Council and the State's Department of Social And Rehabilitative Services avidly contributed toward the achievement of the project's goals.

RECOMMENDATIONS

1. In future projects of this nature the project staff should include either an Assistant Project Director or activities coordinator, because the duties and responsibilities demanded of one person are too great and time-consuming.

2. Status reports by the field staff should be submitted bi-weekly rather than weekly.

3. The Director should prepare a monthly newsletter to all sites. Throughout this project, the only communications among the sites were those shared at the workshops.

4. The number of students should be increased to a maximum of twenty per site. Due to the high interest in and enthusiasm for the program by the students, the project staff recommends this increase.

5. It is recommended that: a) the produced materials remaining in the Project Office at the termination of the program, should be immediately disseminated to adult learning centers in the State so that students may profit from the use of this material; b) the prepared packets in the project memory be mass reproduced and widely disseminated by a responsible agency. The main purpose of the project was to develop reading materials directed toward the adult learner, since so little material of this type

is presently available; and c) the Cassette tapes accompanying each packet should be produced professionally. These tapes should be of good quality so that each student can easily hear the explanations and directions for working on a particular packet. By using this teaching method, it was believed that one teacher would better be able to work with a greater number of students on various reading levels. These tapes, are, therefore, a necessary element of a complete learning packet.

6. Within the agency charged with dissemination of the packets, there should be designated a coordinator of teaching activities who is responsible for training Site Coordinators in the mechanics of administering the activities of this particular program design.

7. One major hindrance of both recruitment and retention appears to have been the lack of available transportation for the students to the learning sites. In order to reinforce these two aspects, a transportation operation should be developed for participants.

8. During the course of the project, reading levels I and II as found in the Scope and Sequence were developed. In order to complete the 0-4 grade curriculum, packets pertaining to levels III and IV should be developed.

9. Data compiled by the Project Staff show that recruited

students' read on levels I and II. Many were on a pre-reading level. Therefore, in order for the program curriculum to be comprehensive, students reading on the higher levels (III and IV) should be recruited.

10. Programs of this complexity should have a procedures manual to assure that organization and coordination of activities prevail. Such a tool would be invaluable to both field staff and project staff.

APPENDIX A

ASSESSMENT TOOLS

WIDE RANGE ACHIEVEMENT TEST

John Doe

to	see	cat	milk	red	tree	big	book	was	city
eat	him	animal	letter	then	himself	how	deep	spell	
between	weather	lip	block	awake	size	aboard	felt		
chin	tray	approve	cliff	stalk	split	huge	plot		
quality	escape	urge	collapse	grieve	abuse	residence			
quarantine	contagious	glutton	exhaust	imply	image	contemporary			
theory	threshold	participate	ethics	desolate	eliminate				
triumph	tranquillity	humidity	contemptuous	alcove	humiliate				
conspiracy	aeronautic	predilection	emphasis	municipal	rescinded				
luxurious	unanimous	intrigue	protuberance	audacious	benign				
prevalence	repugnant	peculiarity	rudimentary	pugilist	mitosis				
bibliography	anomaly	decisive	mosaic	deteriorate	spurious				
irascible	expugn	coercion	discretionary	enigmatic	regime				
centrifugal	itinerary	abysmal	soliloquize	inchoate	oligarchy				
exigencies	mnemonic	ingratiating	covetousness	aborigines					
emaciated	seismograph	pseudonym	usurp	idiosyncrasy	schism				
misogyny	desuetude	exophthalmic	succinct	longevity	remiges				
vehemence	regicidal	evanescence	heinous	omniscience	conduit				

35
12
28

1-0 3	10. 11-1 3	55-5 6	62-6 4	69-7 3	76-8 3	83- 9 5	90 10 6	97 11 7	104 13 0	111 14 4	118-16 1
2-0 5	12. 13-1 4	56-5 7	63-6 5	70 7 4	77 8 5	84- 9 7	91 10 7	98 11 8	105 13 2	112 14 6	119-16 4
3-0 7	14-1 5	57-5 8	64-6 6	71-7 6	78 8 7	85 9 8	92 10 8	99 12 0	106 13 4	113 14 8	120-16 7
4-0 9	15-1 6	58-5 9	65-6 8	72 7 8	79 8 8	86 10 0	93 11 0	100 12 2	107 13 6	114 15 0	121-17 0
5-1 0	16-1 7	59-6 0	66-6 9	73-7 9	80 9 0	87 10 1	94-11 2	101 12 4	108 13 8	115 15 2	122-17 3
6 2-1 1	17. 18-1 8	60-6 1	67 7 0	74-8 0	81 9 2	88 10 3	95 11 3	102 12 6	109 14 0	116 15 5	123-17 6
8 9-1.2	etc.	61-6 2	68-7 1	75-8 2	82-9 3	89-10 4	96-11 5	103-12 8	110-14 2	117 15 9	124-18 0

2.3 WRAT Score Reading Level

47

INFORMAL READING INVENTORY

INFORMAL READING INVENTORY

LEVEL II

ORAL READING

MY NEW CAR (1.9)

I need a new car. I have saved money for it. Which make should I buy? I will look on Saturday. Bill, my friend will go with me. A small car will suit me. Bill wants me to get one with a big engine. He likes fast cars.

On Saturday we start early. We look at Fords, Chevrolets, and Volkswagens. I think of my money. Do I have enough for gasoline and a new car? Bill likes the red Chevrolet. I think the Volkswagen is the best buy. I will have enough money for both a car and gasoline. (98 words)

1. Who is Bill? (my friend)
2. What does Bill like in a car? (a big engine)
3. When will they look at cars? (on Saturday)
4. Name two kinds of cars they looked at. (Fords, Chevrolets, Volkswagens)
5. What kind of car did Bill like? (red Chevrolet)
6. Why do you think he will buy the Volkswagen? (will cost less for gas)
7. Where did he get the money for the car? (saved it)
8. When he says "I think the Volkswagen is the best buy," what does he mean by "best buy?"

WORD RECOGNITION_____ no. of errors COMPREHENSION_____ no. or errors

0-5 errors = Independent
6-9 errors = Instructional
10 or more errors = Frustration

0-1 errors = Independent
2-3 errors = Instructional
4 or more errors = Frustration

INFORMAL READING INVENTORY

LEVEL I

ORAL READING

BIG-GAME HUNTING (1.6)

Big-game hunting is not new. Cave men went big-game hunting. They had to. They needed food. They needed clothes. They used rocks, sticks, bows and arrows.

Big-game hunting is a sport. You must go to out-of-the-way places. This makes it fun. You may catch or kill. You may take a picture. Big-game hunting is for fun. (56 words)

1. Who were the first big-game hunters? (cave men)
2. What did the first big-game hunters use to hunt with? (rocks, sticks, bows and arrows)
3. Why did they go hunting? (food and clothes)
4. Where do people today go for big-game hunting? (out-of-the-way places)
5. What do they hunt with? (guns, traps, cameras)
6. What is an "out-of-the-way place?" (removed from civilization)
7. Why is big-game hunting fun? (travel, see new things, excitement)
8. What is a good title for this article? (Big-game hunting now and then, etc.)

WORD RECOGNITION_____ no. of errors

0-2 errors = Independent Level
3-4 errors = Instructional Level
5 or more errors = Frustration Level

COMPREHENSION_____ no. of errors

0-1 errors = Independent Level
2-3 errors = Instructional Level
4 or more errors = Frustration Level

INFORMAL READING INVENTORY

LEVEL III

ORAL READING

LOST IN THE MOUNTAINS (2.2)

Don Parks was lost. He knew it now. And he was frightened.

Where was his friend, Jim? They had started out to hunt together. But Don had not seen Jim for hours.

Now here was Don, high in the mountains, all alone.

Where could Jim be? Don walked and walked. It was getting dark, and Don did not know where he was. Which way should he go?

Then Don saw a light. "It must be an Indian campfire," thought Don. "Jim said there are many Indian camps in these mountains."

Don was right. And how happy he was to see those Indians, sitting around their campfire! (116 words)

1. What is the story about? (a man getting lost in the mountains)
2. Who got lost? (Don Parks)
3. What was he doing? (hunting)
4. What was his friend's name? (Jim)
5. What did he do when it started to get dark? (nothing)
6. What did he think when he saw a campfire? (help was near)
7. Whose campfire was it? (Indians)
8. What could he have done to find his friend? (fired three shots)

WORD RECOGNITION_____ no. of errors
0-6 errors = Independent
7-10 errors = Instructional
11 or more errors = Frustration

COMPREHENSION_____ no. of errors
0-1 errors = Independent
2-3 errors = Instructional
4 or more errors = Frustration

INFORMAL READING INVENTORY

LEVEL III

ORAL READING

MR. TRICKS GETS AWAY (2.6)

All summer long a big red fox had been eating my chickens. Sometimes I saw him running off with a chicken in his mouth. But it did no good to run for my gun. He was always gone before I could get back.

I made up my mind that I would shoot that fox. But I would have to wait until winter. Then I could see his tracks in the snow. It would be easy to follow him.

So I have been hunting him this winter. But he has run away again and again. I have named him Mr. Tricks. (100 words)

1. What is the story about? (fox)
2. What was the fox stealing? (chickens)
3. Why did the man want to wait until winter to catch the fox? (So he could get his gun)
4. Why didn't the man shoot the fox? (the fox ran away before he could get his gun)
5. Did he catch the fox after it snowed? (no)
6. What did the man name the fox? (Mr. Tricks)
7. Why did he call the fox Mr. Tricks? (he always tricked him)
8. How would you catch the fox? (Any logical answer accepted)

WORD RECOGNITION_____ no. of errors

0-5 errors = Independent
6-9 errors = Instructional
10 or more errors = Frustration

COMPREHENSION_____ no. of errors

0-1 errors = Independent
2-3 errors = Instructional
4 or more errors = Frustration

INFORMAL READING INVENTORY

LEVEL IV

ORAL READING

DUCK HUNTING (3.3)

Have you ever been duck hunting? I went last year with my brother. We got up before five o'clock in the morning. My wife cooked breakfast. She fixed coffee for us to take. Bud, the dog, was very anxious to go, but slept all the way. We had to wear a warm coat and hip boots. There was ice on the lake. Just after we arrived, the sun came up. I blew the duck call. The ducks flew over and we shot three. Bud retrieved them for us. We blew and blew the duck call, but there weren't any more ducks. We were cold, wet, and tired, but happy. (109 words)

1. Who went hunting? (man, brother, dog)
2. What time did the hunters get up? (five o'clock)
3. Who fixed the coffee? (the man's wife)
4. What is the dog's name? (Bud)
5. Why did they wear hip boots? (to keep from getting wet)
6. What is a duck call? (kind of whistle or sound like a duck)
7. How do you know it is cold? (had to wear warm coats, ice on the lake)
8. When Bud retrieved the ducks, what did he do? (went after them and brought them back)

WORD RECOGNITION_____ no. of errors COMPREHENSION_____ no. of errors

0-5 errors = Independent
6-9 errors = Instructional
10 or more errors = Frustration

0-1 errors = Independent
2-3 errors = Instructional
4 or more errors = Frustration

INFORMAL READING INVENTORY

LEVEL IV

ORAL READING

THE RAISE (3.6)

Bob Brown works as a mechanic for Littletown Car Company. He has worked there four years. Last week Bob decided to ask his boss for a raise. His wife thought it was a splendid idea because she needed a new washer.

All week Bob tried to think of ways to ask for the raise. Should he take a coffee-break with the boss or should he go into the office? At times Bob thought more about his raise than he did about working. He saw his boss looking at him which made him extremely uneasy and more undecided.

Friday is pay day and Bob is last in line. He has decided to ask for the raise now. When Bob steps up, his boss says "Bob, I have been thinking about you. You are a good worker. There is a raise in your envelope." (142 words)

1. What is this story about? (Bob Brown asking for a raise)
2. What is Bob's job? (mechanic)
3. Why does Bob's wife want him to ask for a raise? (she needs [wants] a new washer)
4. What does the word "splendid" mean? (fine)
5. What was one way he thought of to ask for a raise? (a coffee break with the boss, or in the office)
6. Why was Bob uneasy? (he saw his boss looking at him)
7. When does Bob ask for the raise? (He doesn't, his boss gives him the raise)
8. Why did he get a raise? (his boss thought he was a good worker)

WORD RECOGNITION_____no. of errors

0-7 errors = Independent
8-13 errors = Instructional
14 or more errors = Frustration

COMPREHENSION_____no. of errors

0-1 errors = Independent
2-3 errors = Instructional
4 or more errors = Frustration

READING SKILLS DIAGNOSTIC TESTS

Level A: Word Attack: Phonetic Analysis

Level B: Word Attack: Structural Analysis

READING SKILLS DIAGNOSTIC TEST

Level A: Word Attack: Phonetic Analysis

EXAMINER'S COPY

Part I: Letters of the Alphabet

Directions: Have students number their papers from 1 to 26. Read out each letter. Have students write both upper and lower cases for each letter. (Except on individual basis, need not be given in grades 4, 5, and 6).

1. C	10. R	19. T
2. M	11. J	20. Q
3. P	12. D	21. G
4. F	13. U	22. W
5. S	14. X	23. I
6. K	15. E	24. V
7. Y	16. N	25. A
8. B	17. Z	26. L

Scoring: List each letter missed on the student's individual summary.

Part II: Vowel Sounds

1. Vowels: Long and Short

Directions: Listen carefully to the vowel sound in these words. If the vowel is short, write the word short and the letter for the vowel sound. If the vowel is long, write the word long and the letter for the vowel sound. (Correct answers are in the parentheses.)

1. bif (short i)	6. bime (long i)
2. cag (short a)	7. mun (short u)
3. blete (long e)	8. mage (long a)
4. fon (short o)	9. vose (long o)
5. fued (long u)	10. sem (short e)

2. Vowels: Other Sounds

Write the two letters that spell the vowel sounds in these words. (Teacher may give examples before the tests.) (Correct answers are in the parentheses. Some sounds can be spelled more than one way. Since this is a test on sounds, not on spelling, any of the indicated answers should be accepted.)

1. boof (oo)
2. ouk (ou, oo)
3. moot (oo)
4. gar (ar)
5. floy (ou, oi)
6. aught (au, aw)
7. koil (oi, oy)
8. lerk (er, ir, ur)
9. lort (or)

Part III: Consonant Sounds

1. Initial Consonant Sounds

Directions: Listen carefully as I read a group of words. Write the beginning letter of each word after the correct number on your answer sheet. (Since this is a test on sounds, not on spelling, an answer in parentheses should be accepted.)

1. pub (p)
2. bap (b)
3. mep (m)
4. waf (w)
5. fad (f, ph)
6. vom (v)
7. tes (t)
8. sug (s)
9. dat (d)
10. rom (r, wr)
11. jed (j, g)
12. hab (h)
13. zab (z)
14. nar (n)
15. lor (l)
16. yud (y)
17. ked (k, c)
18. gup (g)

2. Consonant Blends

Directions: Now I shall read some words. Listen carefully and write the first two letters of each word. (Since this is a test on sounds, not on spelling, any indicated answer in parentheses is correct.)

1. bler (bl)
2. clid (cl, kl)
3. flinner (fl)
4. glam (gl)
5. plip (pl)
6. slof (sl)
7. bruf (br)
8. crup (cr, kr)
9. drut (dr)
10. frip (fr)
11. gret (gr)
12. prid (pr)
13. tring (tr)
14. scof (sc, sk)
15. smep (sm)
16. snop (sn)
17. spoly (sp)
18. steg (st)
19. steg (st)
20. swun (sw)

3. Consonant Digraphs

Directions: In this group of words listen carefully and again write the first two letters: shep, chud, think, thoe, whup. Now write the two letters that end this word: brong.

1. shep (sh)
2. chud (ch)
3. think (th)
4. thoe (th)
5. whup (wh)
6. brong (br)

4. Rhyming Words

Directions: There are four words printed on your paper. Write two words that rhyme with each word and have the same group of ending letters. (Examples may be given.) Words should be real words. (To be scored as adequate or inadequate.)

1. ball 2. make 3. will 4. get

Part IV: Word Analysis

1. Number of Syllables

Directions: Listen carefully to the words I say. Circle the number that shows the correct number of syllables in each word. (Correct answers are in the parentheses.)

1. modernize (3)
2. hand (1)
3. focus (2)
4. dissenter (3)
5. result (2)
6. nationalize (4)
7. mattress (2)
8. politician (4)
9. play (1)
10. combustible (4)

2. Accented Syllables

Directions: Listen carefully and circle the number that shows the accented syllable in each word I say. (Correct answers are in parentheses.)

1. modernize (1)
2. hand (1)
3. focus (1)
4. dissenter (2)
5. result (2)
6. nationalize (1)
7. mattress (1)
8. politician (3)
9. play (1)
10. combustible (2)

Part V: Basic Sight Words

This is an optional test. If given it must be given individually. Begin at the grade level which you feel is appropriate for each student. Have the student read each word aloud. Stop when the student misses 5 words in a row. On the student's individual summary, list the words he missed under the appropriate level. On the individual summary, indicate by an asterisk (*) the list in which the student missed 5 words in a row.

ADULT BASIC SIGHT WORD LIST

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5
1. a	1. about	1. another	1. again	1. almost
2. all	2. after	2. back	2. against	2. always
3. an	3. also	3. because	3. American	3. asked
4. and	4. any	4. before	4. around	4. away
5. are	5. can	5. being	5. came	5. better
6. as	6. could	6. between	6. come	6. called
7. at	7. did	7. both	7. during	7. course
8. be	8. do	8. day	8. every	8. didn't
9. been	9. even	9. down	9. few	9. does
10. but	10. first	10. each	10. found	10. don't
11. by	11. if	11. get	11. general	11. end
12. for	12. into	12. good	12. go	12. enough
13. from	13. its	13. here	13. great	13. eyes
14. had	14. like	14. how	14. high	14. fact
15. has	15. made	15. just	15. himself	15. far
16. have	16. man	16. life	16. home	16. find
17. he	17. may	17. little	17. house	17. going
18. her	18. me	18. long	18. however	18. got
19. him	19. more	19. make	19. know	19. government
20. his	20. most	20. many	20. last	20. hand
21. I	21. my	21. may	21. might	21. head
22. in	22. new	22. men	22. Mrs.	22. knew
23. is	23. no	23. Mr.	23. off	23. later
24. it	24. now	24. much	24. old	24. left
25. not	25. only	25. must	25. once	25. less
26. of	26. other	26. never	26. part	26. look
27. on	27. our	27. own	27. place	27. night
28. one	28. out	28. people	28. right	28. nothing
29. or	29. over	29. same	29. say	29. number
30. she	30. said	30. see	30. school	30. public
31. that	31. so	31. should	31. since	31. put
32. the	32. some	32. state	32. small	32. set
33. their	33. such	33. still	33. states	33. something
34. there	34. than	34. those	34. take	34. system
35. they	35. them	35. through	35. thought	35. thing
36. this	36. then	36. too	36. three	36. though
37. to	37. these	37. well	37. upon	37. told
38. was	38. time	38. where	38. us	38. took
39. we	39. two	39. work	39. use	39. united
40. were	40. what	40. would	40. used	40. until
41. which	41. when	41. under	41. went	41. war
42. with	42. who	42. very	42. while	42. water
43. would	43. will	43. years	43. without	43. why
44. you	44. up	44. your	44. year	44. yet

READING SKILLS DIAGNOSTIC TEST

LEVEL B: WORD ATTACK: STRUCTURAL ANALYSIS

STUDENT COPY

NAME John Doe DATE 9/10/75

1. VOCABULARY - Word Recognition

Section A. Compound Words: When two words are written together, they make a compound word. Example: herself= her self. Write the two words found in each compound word below.

1.	sunlight		
2.	classroom		
3.	hillside		
4.	airplane		
5.	sawdust		
6.	toothbrush		
7.	himself		
8.	baseball		
9.	horseback		
10.	farmhouse		

SCORE: 5 x 10= 50 %

Section B. Locating Root Words: Draw a circle around the little word within the larger word from which the larger one was made.

1.	looking	6.	misplaced
2.	unreal	7.	enjoyment
3.	relive	8.	thoughtless
4.	unlikely	9.	unlocking
5.	runner	10.	distrustful

SCORE: 2 x 10 = 20 %

Section C. Contractions: A contraction is a shorter form of two words written in one word with an apostrophe to show the missing letter or letters. Example: I shall = I'll. Write the contractions below.

1. is not _____
2. we are _____
3. I have _____
4. who is _____
5. will not _____
6. he is _____
7. has not _____
8. they are _____
9. we will _____
10. have not _____

SCORE: 2 x 10= 20 %

Section D. Homonyms: A homonym is a word that sounds like another word but it has a different spelling and a different meaning. Draw a ring around the two homonyms in each row.

1. write, wrong, sight, right
2. pull, pear, pair, chair
3. saw, sea, hall, see
4. road, stood, road, load

Synonyms: A synonym is a word that means nearly the same as another word. Draw a ring around the two synonyms in each row.

5. sick, well, ill, bed
6. small, big, hall, large
7. happy, sad, gay, sweet

Antonyms: An antonym is a word which is opposite in meaning to certain other words. Draw a ring around the two antonyms in each row.

8. sick, well, pill, bed
9. slow, empty, gone, full
10. first, last, won, go

SCORE: 6 x 10= 60 %

Section E. Plurals: Write the plural of each of the following words.

1. wolf _____
2. deer _____
3. lady _____
4. woman _____
5. dish _____
6. leaf _____
7. book _____
8. library _____
9. telephone _____
10. brush _____

SCORE: 4 x 10= 40 %

Section F. Possessives: Write the correct possessive form on the line. Follow the example.

EXAMPLE: my (neighbor) car = neighbor's

1. the (man) laughter _____
2. the (nurse) cap _____
3. the (horses) saddle _____
4. (Brenda) notebook _____
5. all the (teachers) work _____
6. the (women) party _____
7. the (sailors) ship _____
8. the (children) toys _____
9. my (brother) wallet _____
10. (Mr. Davis)new house _____

SCORE: 3 x 10= 30 %

II. STUDY SKILLS

Section G. Alphabetical Order: Write the words in each of the four lists in alphabetical order.

1. big	_____	1. run	_____
2. we	_____	2. is	_____
3. my	_____	3. come	_____
4. here	_____	4. funny	_____
5. can	_____	5. go	_____

1. pretty	_____	1. those	_____
2. pat	_____	2. these	_____
3. pull	_____	3. think	_____
4. please	_____	4. thank	_____
5. pod	_____	5. three	_____

Score: 5X 15 = 75

APPENDIX B

TEST RESULTS - SUMMARY SHEETS

WORD ATTACK: PHONETIC ANALYSIS

INDIVIDUAL SUMMARY

STUDENT John Doe DATE 9/10/75

TEACHER Sue Smith INSTRUCTIONAL LEVEL 1.3 INDEPENDENT LEVEL 1.3

KEY: - = deficiency + = adequate ✓ = skill deficiency remediated

LETTERS OF THE ALPHABET

C	M	P	F	S	K	Y	B	O	R	J	D	U	X	E	N	Z	H	T	Q	G	W	I	V	A	L
+	+	+	+	+	+	+	+	+	+	+	−	+	+	+	+	+	+	+	−	+	+	+	+	+	+

VOWELS: LONG AND SHORT

i	a	e	o	u	i	u	a	o	e
−	−	+	−	+	+	−	+	+	+

VOWELS: OTHER SOUNDS

oo	ou	oo	ar	oy	er	or
−	−	−	−	−	−	−
	ow			oi	ir er	

CONSONANT SOUNDS

b	b	m	w	f	v	t	s	d	r	j	h	z	n	l	y	k
+	+	+	÷	−	−	+	+	+	+	−	+	−	+	+	-	+

BLENDS

l	r	s
−	−	+

DIGRAPHS

sh	ch	v-th	th	ng	wh
+	−	−	−	−	+

RHYMING WORDS	NUMBER OF SYLLABLES	ACCENTED SYLLABLES
0 +	2 —	4 —

BASIC SIGHT WORDS (list unknown words under appropriate levels)

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5
She	did not Attempt	did not Attempt	did not Attempt	did not Attempt

their
there
they
this

99 61

CLASS SUMMARY SHEET

WORD ATTACK: PHONETIC ANALYSIS

TEACHER Sue Smith DATE 9/10/75

NAME	LETTERS OF THE ALPHABET	Vowels, Long & Short: ā	ē	ī	ō	ū	ă	ĕ	ĭ	ŏ	ŭ	o͝o	Vowels & Other Sounds: ou ow	oo	ar	oy oi	er ir ur	or	Consonant Sounds: p	b	m	w	f ph	v	t	s	d	r wr	j	g	b	z	n	l	v	c k
Student's Name	d gg	+	+	+	-	-	+	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	+	+	-	+	-	+	+	-	+
Student's Name	+	+	+	+	+	-	+	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	-	+	+	+	-	-	-	+	+	+	+	-	+
Student's NAME	+	+	-	+	-	+	+	-	-	-	+	-	-	-	-	-	-	-	+	+	-	-	-	+	+	+	-	-	-	-	+	-	+	+	-	+
Student's Name	+	+	+	+	-	-	+	-	-	+	+	-	-	-	-	-	-	-	+	+	+	-	-	+	+	+	+	-	-	-	+	-	+	+	+	+
Student's NAME	+	+	+	+	+	-	+	-	-	+	-	-	-	-	-	-	-	-	+	+	-	-	-	+	+	+	-	-	-	-	+	+	+	+	+	+

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CLASS SUMMARY SHEET

TEACHER Sue Smith WORD ATTACK: PHONETIC ANALYSIS DATE 9/10/75

NAME	CONSONANT BLENDS			DIGRAPHS						RHYMING WORDS	NUMBER OF SYLLABLES	ACCENTED SYLLABLES
	l	r	s	sh	ch	v-th	th	ng	wh			
Student's Name	–	–	+	+	–	+	+	–	+	+	–	–
Student's Name	–	–	+	+	–	–	+	–	+	–	–	–
Student's Name	–	–	+	+	–	–	–	–	+	+	–	–
Student's Name	–	–	+	+	–	+	–	–	–	–	–	–
Student's Name	–	–	+	+	–	–	–	–	+	–	–	–

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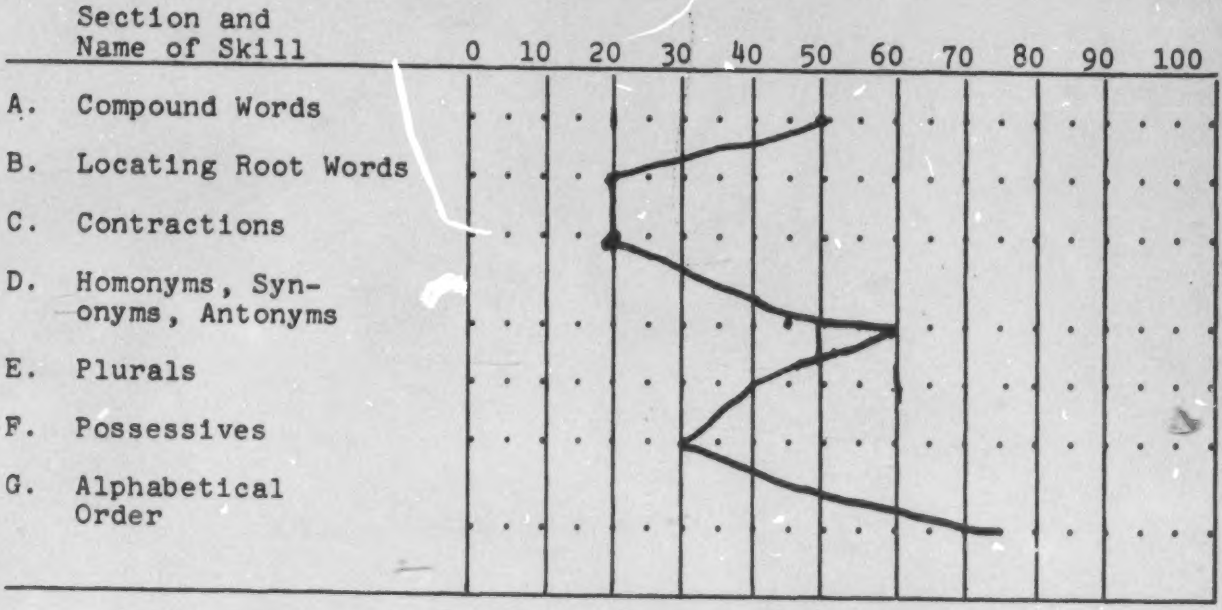
READING SKILLS DIAGNOSTIC TEST

LEVEL B: WORD ATTACK: STRUCTURAL ANALYSIS

INDIVIDUAL PROFILE CHART

STUDENT John Doe DATE 9/10/75

TEACHER Sue Smith


Section and Name of Skill
0 10 20 30 40 50 60 70 80 90 100
A. Compound Words
B. Locating Root Words
C. Contractions
D. Homonyms, Synonyms, Antonyms
E. Plurals
F. Possessives
G. Alphabetical Order

Directions: (1) Plot the percentage points on the chart for each section.

(2) Connect the points with a straight line for an overall profile of the test results.

(3) Place a ✓ by the skill deficiencies after remediation.

CLASS SUMMARY SHEET

WORD ATTACK: STRUCTURAL ANALYSIS

TEACHER Sue Smith DATE 9/10/75

	COMPOUND WORDS	ROOT WORDS	CONTRAC-TIONS	HOMONYMS SYNONYMS ANTONYMS	PLURALS	POSSESS-IVES	ALPHABET-ICAL ORDER
student's NAME	50	20	20	60	40	30	75
student's NAME	40	10	30	50	30	20	60
student's NAME	50	30	30	20	20	40	70
student's NAME	60	50	10	30	40	50	65
student's NAME	70	60	50	30	20	40	80

APPENDIX C

PACKET EVALUATIONS

Packet Evaluation Helena Robert Matte

Group II

P-A-A-I packet code

1 level of learner

80 % of success on pre-test

100 % of success on post-test

85 % of success on learning-activities

Comments:

I have observed the skills acquired by these students and this suits entrance time down. This is a good sign of independence.

Georgia Montgomery
Dermett

Packet Evaluation

PA-A-1 packet code
1 level of learner

80 % of success on pre-test
75-80 % of success on post-test

90 % of success on learning-activities

Comments:

Students are not able to recognize all the Consonants that the Picture Relates to on the Pre-test and Post-test.

Because of their inability to read and write we are not able to complete all parts of the packets. We are not able to complete the review activity sheet - PA-A-1 Group I for (x) the review activity sheet.

Lesson No 6/c

Packet Evaluation

Helena, Robert Martin

P-A-A-I packet code

1 level of learner

80 % of success on pre-test

100 % of success on post-test

80 % of success on learning-activities

Comments:

Louise is a critic of this program. I suppose this comes from insecurity. I must play part of tape, read part of script to him. I believe he has some sort of hearing defect.

I would like to see a packet developed that will have better discrimination of lower case letters.

Packet Evaluation

Ruth S. Blake _____ Teacher

Marked Tree _____ Site

1-5 initial consonants group 1. _____ Packet Title

PA-A1 _____ Packet Code

1 Lt. Blue _____ Level of Learner

90 _____ % of success on Pre-Test

95 _____ % of success on Post-Test

90 _____ % of success on learning-activities

Comments: (use back of sheet if necessary)

The pre-test was given to each individual. The score wasn:t too good. We had to established the different between the vowel letters and consonant letters. The whole packet was taught. No one scored 100% so the packet was reviewed with interest on the missing consonant sounds.

Facket Evaluation

Georgia Montgomery Teacher

Mobile Booker (Dermott) Site

Initial Consonants, Group I Packet Title

PA-A1 Pocket Code

I Level of Learner

65-75 % of success on Pre-Test

75-80 % of success on Post-Test

70 % of success on learning-activities

Comments: (use back of sheet if necessary)

At the beginning of the program, Students were very slow in comprehension of Consonants Sounds. Therefore I had to Review the entire Packet PA-A1, Group I over again

Facket Evaluation

Robert W Smith Teacher

Phillips College Site

Initial Consonants Gr I Packet Title

I-A-U-I Packet Code

1.5 Level of Learner

Dale 100 % of success on Pre-Test

_____ % of success on Post-Test

_____ % of success on learning-activities

Comments: (use back of sheet if necessary)

With two of my students this packet was not
if difficult. It actually couldn't get the packet into
operation. I suppose adults (R2R enrollees) are not
acquainted with programmed learning. They couldn't
work independently at this stage with the tape.
Once this packet is used then the style of
the other packet fall in place. personally I
would like to see more variety in each packet
(a) "base period" sets in 72 on the student and this
makes it dull at times. 77

Facket Evaluation

Georgia Montgomery _____ Teacher

Martin Bookes (Dermath) Site

Initial Consonants, Short I Review Packet Title

PL-A-1 _____ Packet Code

I _____ Level of Learner

115-50 % of success on Pre-Test

_____ % of success on Post-Test

60 % of success on learning-activities

Comments: (use back of sheet if necessary)

I was not able to completed the Review Packet, because Students Could not read. They were not able to recognized the word that relates to the Picture shown.

The Counselor and I, both felt that the Review Packet, were too advanced for the Students in our Class.

Facket Evaluation

Robert Martin _____ Teacher

Phillips College _____ Site

Initial Consonants _____ Packet Title

I-N-1-1 Review Pocket Code

which one? _____ Level of Learner

_____ % of success on Pre-Test

_____ % of success on Post-Test

_____ % of success on learning-activities

Comments: (use back of sheet if necessary)

I like the review packet because it reinforces to insure mastery. I think a review packet would work with all packets. The students confidence is there after he finishes the review.

Facket Evaluation

Ruth S. Blake _____ Teacher

Marked Tree _____ Site

1-6 initial consonants Group 2 _____ Packet Title

PA-A-1 _____ Packet Code

1-Light Blue _____ Level of Learner

95 _____ % of success on Pre-Test

90 _____ % of success on Post-Test

95 _____ % of success on learning-activities

Comments: (use back of sheet if necessary)

NO student scored 100% on either test, so, I ptaught the whole packet. Some of the students had difficulity with the letters F & C The packet was reviewd and additional skills were taught.

Facket Evaluation

Georgia Montgomery Teacher

Morris Brooker (Dermott) Site

Initial Consonants, Group II Packet Title

FA-R-I Pocket Code

I Level of Learner

80-85 % of success on Pre-Test

80-85 % of success on Post-Test

70 % of success on learning-activities

Comments: (use back of sheet if necessary)

Students showed more progress on this Packet of Consonants Sounds. For they were beginning to hear and recognized the different Consonants Sounds, which helped them to be a little more successful on the Pre-test and Post-test.

On their learning activities, there were a few of the activities such as: (saying the name of picture and identify the beginning Sounds) that were confusing. The Counselor and I felt that the pictures could have been more colorful, larger, as well more legible. Ex. Pictures — Consonant L. (lake) 81

" " 76 C (Comes) this picture

Facket Evaluation

Robert Martin Teacher

Fullerton College Site

"Mental Comparite Group" Packet Title

L-1-1-1 Packet Code

(which way?) ⇒ Level of Learner

_____ % of success on Pre-Test

_____ % of success on Post-Test

_____ % of success on learning-activities

Comments: (use back of sheet if necessary)

This packet is the best constructed packet and the most engagable one for us. These particular words are not difficult to say or remember. Because, our supplementary materials aided us greatly in going through these learning activities.

I have a criticism concerning the correct manuscript of letters. The lines are too large the students will not transfer the correct spacing to lines of a sheet. I believe we need to eliminate some of the practice lines 82

Robert H. Martin
Phillips College
Packet Evaluation

P-A-A-3 Gr-2 packet code
_____ level of learner

_____ % of success on pre-test
_____ % of success on post-test

_____ % of success on learning-activities

Comments:

I notice that these sounds are easier to master in the this order. In P-A-A-3 Group I the final sounds were harder to hear. We can distintly hear S, L, C, P, b, & F. Dale Burton detected this.

Facket Evaluation

Ruth S. Blake — Teacher

Marked Tree — Site

1-c initial consonants group 3 — Packet Title

FA-A-6 — Packet Code

1-light blue — Level of Learner

80 % of success on Pre-Test

88 % of success on Post-Test

80 % of success on learning-activities

Comments: (use back of sheet if necessary)

This packet was done with the Cassette tape recorder with the class working together. The entire packet was taught, revieed, and additional skills were taught.

Facket Evaluation

Ruth S. Blake ---------- Teacher

Marked Tree ---------- Site

1-5 Single consonants in final position ---------- Packet Title

PA-A-3 ---------- Packet Code

1. Lt. Blue ---------- Level of Learner

None ---------- % of success on Pre-Test

None ---------- % of success on Post-Test

98 ---------- % of success on learning-activities

Comments: (use back of sheet if necessary)

This was given to see if the student had gained knowledge of skills taught. This was done with the Cassette tape. This was also followed up with the picture activities, where each student had to write the final letter of the name of the picture.

Packet Evaluation

Ruth S. Blake — Teacher

Marked Tree — Site

1-6 Single consonants in final position — Packet Title
Group 8

PA-A-3 — Packet Code

1- Lt. Blue — Level of Learner

90 % of success on Pre-Test

90 % of success on Post-Test

90 % of success on learning-activities

Comments: (use back of sheet if necessary)

This seem to have been a little hard. They had trouble hearing the consonant in the final position. They couldn:t distinguish between the beginning and the end. Again, we did the picture game where they had to find the picture that had the same ending sound as the consonant.

Packet Evaluation

Ruth S. Blake — Teacher

Marked Tree — Site

Final Consonants Group 3 — Packet Title

PA-A-5 — Packet Code

1- Lt. Blue — Level of Learner

90 % of success on Pre-Test

95 % of success on Post-Test

90 % of success on learning-activities

Comments: (use back of sheet if necessary)

The entire packet was taught after the Pre-test. This was done with the Cassette tape recorder. The packet was reviewed. I also called out a list of words, the student had to write the final sound he heard. No one had a perfect score.

Facket Evaluation

Ruth S. Blake — Teacher

Marked Tree — Site

1-5 Short vowel sounds — Packet Title

PA-A-2 — Packet Code

1. Lt Blue — Level of Learner

90 % of success on Pre-Test

98 % of success on Post-Test

95 % of success on learning-activities

Comments: (use back of sheet if necessary)

PRE-Test was give. Some of the students had trouble with the short sound of I & E. They seem to have gotten the two mixexd up. Ets.
After teaching the skills, We played a game called Listen and Hear In this game, I would say the word and the student would tell me what vowel sound he heard. The Review will be given also.

Packet Evaluation

Robert Martin — Teacher

Phillips College — Site

Short Vowel Sounds — Packet Title

PAA-2 — Packet Code

1.5 — Level of Learner

50 % of success on Pre-Test

100 % of success on Post-Test

100 % of success on learning-activities

Comments: **(use back of sheet if necessary)**

This packet was very effective because the word list provided a distinct isolated sound. We traveled through this packet with caution because there is a little difficulty in retaining a particular short sound. It takes a while for the consonant sounds not to be confused with vowel sounds.

Packet Evaluation

Ruth S. Blake ---------- Teacher

Marked Tree ---------- Site

Review, Short vowels review 1. ---------- Packet Title

PA-A-2 ---------- Packet Code

1 Lt. Blue ---------- Level of Learner

99 ---------- % of success on Pre-Test

99 ---------- % of success on Post-Test

99 ---------- % of success on learning-activities

Comments: (use back of sheet if necessary)

The students did real well on this review. The review was done individually. We played the picture game. Each student was given an old book, and they found pictures to go with the vowel letters.

APPENDIX D

READING SKILLS CHECK LIST

SCOPE AND SEQUENCE

LEVEL I (1.0 - 1.75)

LANGUAGE DEVELOPMENT (LD)

A. Oral.

___1. Recognizes likenesses and differences of phonemes at the beginning and end of words.

___2. Knows relationships between phonemes and vowel and consonant letters.

___3. Blends vowel and consonant sounds in words.

___4. Describes feelings, behavior, and appearance of story characters.

___5. Uses punctuation cues as an aid to effective oral reading.

B. Written.

___1. Demonstrates visual discrimination by recognizing likenesses and differences in pictured objects, letter forms, and letter forms within printed words.

___2. Identifies direction and position in pictures.

___3. Demonstrates eye-hand coordination.

___4. Identifies letter names and letter forms.

___5. Identifies capital and lowercase forms of letters and demonstrates appropriate usage.

___6. Groups words by initial letters.

___7. Demonstrates perception of part-to-whole relationships in words.

___8. Identifies punctuation marks in sentences.

C. Structure.

___1. Demonstrates knowledge of left-to-right letter sequence in words.

___2. Demonstrates understanding of word meanings, phrases, sentences, and larger thought units.

D. Word Meaning.

___1. Identifies multiple meanings of words.

___2. Demonstrates knowledge of word relationships - antonyms.

___3. Demonstrates awareness that sentence meaning may change with the change of a word.

___4. Classifies pictured objects.

___5. Identifies meaning through illustrations.

PHONETIC ANALYSIS (PA)

A. Sound Perception.

___1. Recognizes, articulates, and writes single consonants.

Group 1: T___, N___, R___, M___, D___.

Group 2: S (sat)___, L___, C (cat)___, P___, S___, F___.

___2. Recognizes, articulates, and writes short sounds of vowels.

A (cat)___, E (pet)___, I (pin)___, O (hot)___, U (cut)___.

___3. Demonstrates knowledge of high frequency of silent E at the end of a word. Ex. come

___4. Demonstrates knowledge of the Y Rule.

___Y at the end of a long word (another vowel present) has the sound of Long E in baby.

___Y at the end of a short word or in the middle of a word has the sound of Long I in my, cycle.

___Y at the beginning of a word has the consonant sound of Y in yes.

___5. Recognizes, articulates, and writes single consonants.

Group 3: V___, G (got)___, H___, W___, K___, J___, Z___, Y___.

___6. Recognizes, articulates, and writes difficult consonants demonstrating knowledge that they do not have any sound of their own but instead make the sound of a blend of two other consonants.

___X is usually found at the end of a word or syllable where it makes the KS sound as in box.

___Q almost always appears in combination with U and QU and makes the sound of KW as in queen.

___7. Recognizes, articulates, and writes consonant digraphs.

CH (chair)___, TH (thing)___, SH (she)___, TH (they)___,

WH (which)___.

___8. Recognizes, articulates, and writes second sounds of consonants.

___C makes the S sound as in cent before I, E and Y.

___S makes the Z sound as in has.

___G makes the J sound as in gem before I and E.

___9. Demonstrates knowledge of the Final E Rule. E at the end of the word makes the preceding vowel long.

A (age)___, E (here)___, I (ice)___, O (hope)___, U (use)___.

___10. Recognizes, articulates, and writes long vowel digraphs.

AI (aid)___, AY (day)___, EA (eat)___, EE (beef)___.

OW (own)___, OA (oak)___, UE (due)___.

___11. Demonstrates knowledge of the syllable ending rule. If the syllable is open (ends in a vowel) the vowel in long.

A (baby)___, E (he)___, I (tiny)___, O (go)___, U (pupil) ___.

___12. Demonstrates knowledge of the Schwa Rule. A, E and O sometimes make a sound similar to the short U sound when there is another accented vowel in the word.

A (about)___, O (lemon)___, E (taken)___.

___13. Demonstrates ability to apply Vowel Plus R Rule. The basic rule is that R after a vowel makes a new vowel sound.

ER (verb)___, UR (urge)___, IR (bird)___, AR (are)___.

AR (vary)___, OR (for)___.

STRUCTURAL ANALYSIS (SA)

D. Root Words.

___1. Demonstrates knowledge of meaning of root word.

F. Suffixes.

___1. Recognizes and articulates the correct suffix.

___ed - (t), (d), (ed), (id).

___s - (s), (z), (ez), (iz).

___ing

G. Blending.

___1. Blends vowel and consonant sounds to pronounce words.

___2. Blends root words and endings.

COMPREHENSION SKILLS (CS)

A. Main Idea.

___1. Identifies the main idea in group or series of pictures.

___2. Answers questions to show comprehension of main idea.

___3. Identifies the main idea when it is stated in title.

___4. Identifies clues to feelings and behavior of story character relating to the main idea.

B. Details.

___1. Identifies picture details and using them to make comparisons.

___2. Follows details in oral directions.

___3. Identifies details to answer questions and to describe or interpret story characters.

___4. Recalls specific details to answer questions or complete statements.

___5. Selects details according to purpose set for reading.

___6. Notes details in contents pages.

C. Sequence.

___1. Arranges pictured events in sequence.

___2. Follows directions in proper sequence.

___3. Demonstrates mastery of numerical and ordinal sequence from 1 through 10.

___4. Follows written directions in proper sequence.

___5. Can answer questions about sequential order after reading a story.

___6. Arranges picture cards to tell the sequence of story events.

D. Interpretation and Appreciation.

___1. Interprets words that carry the sense sound expressed.

___2. Recognizes realistic stories and identifies with real and fictional story characters.

___3. Interprets compound sentences.

E. Punctuation.

___1. Demonstrates mastery of simple punctuation.

___Period at the end of sentence.

___Period in abbreviations.

___Question mark at the end of sentence.

___Exclamation mark after single word and end of sentence.

F. Critical Evaluation.

___1. Distinguishes between realistic or fanciful characters and stories.

___2. Expresses personal opinions based on story material.

___3. Predicts outcomes of stories.

___4. Selects suitable pictures for various situations.

STUDY SKILLS (SS)

A. Alphabetizing.

___1. Identifies letter names and letter forms.

___2. Groups pictures according to order of initial sounds of objects pictured.

___3. Groups words by initial letters.

B. Using the Dictionary.

___1. Demonstrates knowledge of alphabetical arrangement of entries in a dictionary.

C. Using Parts of a Book.

___1. Selects book by cover illustrations and book titles.

___2. Identifies story titles and page numbers on content pages.

___3. Identifies unit openers and unit titles in body of book.

___4. Locates stories by referring to content pages.

D. Using Reference Materials.

___1. Demonstrates effective use of a telephone directory.

___2. Demonstrates effective use of the yellow pages of a telephone directory.

E. Reading Graphic Materials.

___1. Identifies graphic symbols and directions. (road signs, telephone, etc.)

___2. Interprets road map.

F. Skimming and Scanning.

___1. Locates specific words, phrases, and sentences.

___2. Finds answers to questions.

G. Prerequisites to Organization and Outlining.

___1. Identifies main ideas in pictures, classifies pictures and arranges them in sequence.

___2. Classifies pictured items to show various sounds.

___3. Identifies main ideas in stories.

H. Summarizing.

___1. Tells stories in own words.

___2. Tells stories from pictures.

___3. Answers questions with summary statements.

___4. Paraphrases.

___5. Gives oral summaries of stories read.

LEVEL II (1.75 - 2.0)

LANGUAGE DEVELOPMENT (LD)

A. Oral.

___1. Discusses problems of story characters, setting of stories, and story problems.

B. Written.

___1. Identifies some diacritical marks.

___2. Identifies and writes the correct sequence of letters in the alphabet.

___3. Identifies words related in meaning.

___4. Follows written directions.

___5. Writes endings for unfinished stories or events.

___6. Fills in simple forms. (school enrollment, medical, job applications, etc.)

C. Structure.

___1. Demonstrates fluency in the use of sentence structure containing modifiers and coordinates.

D. Word Meaning.

___1. Identifies additional concepts of word relationships-synonyms.

___2. Demonstrates a developmental vocabulary.

___3. Identifies meaning by word elements such as possessive forms, inflected endings, and root words.

___4. Identifies contractions.

___5. Identifies words in new context.

PHONETIC ANALYSIS (PA)

A. Sound Perception.

___1. Demonstrates ability to apply the Broad O Rule. Broad O sound is made by AU, AW, A followed by L and O in some words such as off.

AU (auto)___, AW (jaw)___, A (ball)___, O (off)___.

___2. Demonstrates ability to apply the OI and OY Rule. OI and OY both have the same sound as:

OI (oil)___, OY (boy)___.

___3. Demonstrates ability to apply the OW and OU Rule. OW and OU both have the same diphthong sound, out and owl.

OU (out)___, OW(owl)___.

___4. Demonstrates ability to apply the Double O Rule. Two O's sometimes have the (long) sound of OO in food. Two O's have the (short) sound of OO in book.

___5. Recognizes, articulates, and writes the initial consonant blends.

Group 1: ST___, PR___, TR___, GR___, DR___.

Group 2: PL___, SP___, CR___, CL___, DR___, FR___.

Group 3: SC___, BL___, FL___, SK___, SL___, SW___.

Group 4: SH___, GL___, SH___, TW___.

___6. Recognizes, articulates, and writes the final consonant blends.

Group 1: ND (and)___, NT (dent)___, CT (tract)___,
NG (along)___.

Group 2: LD (bold)___, NK (bank)___, RT (part)___,
MP (bump)___, PT (kept)___.

___7. Recognizes, articulates, and writes the vowel exception EA. EA sometimes has short E sound as in head.

___8. Identifies and articulates a single consonant sound for common double consonants.

LL (all)___, RR (arrow)___, PP (apple)___, TT (attic)___.

___9. Identifies and articulates the F sound in words beginning with PH. PH always sounds like F as in phone.

___10. Identifies silent consonants.

C (back)___, K (know)___, W (write)___.

STRUCTURAL ANALYSIS (SA)

C. Contractions - Compound Words.

___1. Identifies meaning fo compound words.

___2. Identifies meaning of contractions.

G. Blending.

___1. Blends parts of contractions.

___2. Blends syllables to pronounce plurisyllables.

___3. Blends parts of compounds.

H. Diacritical Marks and Respellings.

___1. Identifies and writes macron and breve.

COMPREHENSION SKILLS (CS)

A. Main Idea.

___1. Selects most appropriate titles from several possible story titles.

___2. Orally summarizes story plot.

B. Details.

___1. Demonstrates ability to follow details in written direction.

___2. Identifies words or phrases that set mood or tone.

C. Sequence.

___1. Matches sentence strips with pictures and sequences.

___2. Illustrates events in sequence.

___3. Recalls sequence of time.

D. Interpretation and Appreciation.

___1. Interprets figurative language, comparisons, and plot sequence.

___2. Describes story problems, settings, and problems of story characters.

___3. Identifies emotionally toned words, colorful expressions, and words having sensory appeal.

___4. Interprets exposition.

E. Punctuation.

___1. Demonstrates mastery of the comma after direct address___, series___, compound sentence___ and with quotation marks in dialogue___.

___2. Demonstrates mastery of question marks in dialogue.

___3. Demonstrates mastery of quotation marks for dialogue.

___4. Demonstrates mastery of apostrophe in contractions.

F. Critical Evaluation.

___1. Matches pictures and words, phrases, or sentences.

___2. Selects specific words and phrases from context.

___3. Compares what is read with experience.

___4. Distinguishes between true and false statements.

STUDY SKILLS (SS)

A. Alphabetizing.

___1. Locates letters in the first quarter, near the middle, near the middle, and in the last quarter of the alphabet.

___2. Locates and arranges words alphabetically by the first letter and by the first two letters of the word.

B. Using the Dictionary.

___1. Locates simple entries.

D. Using Reference Materials

___1. Locates items of special interest in a newspaper.

___2. Identifies sections of a newspaper.

___3. Locates items in the classified ads.

E. Reading Graphic Materials.

___1. Constructs simple graphic material.

F. Skimming and Scanning.

___1. Locates descriptive sentences or paragraphs having sensory appeal.

___2. Locates information in the classified ad section in the newspaper.

G. Prerequisites to Organization and Outlining.

___1. Numbers events in sequence.

___2. Classifies words according to relationships.

H. Summarizing.

___1. Tells in one sentence what a selection is about.

LEVEL III (2.0 - 3.0)

LANGUAGE DEVELOPMENT (LD)

A. Oral.

___1. Gives a brief book review.

___2. Gives oral direction for a project.

___3. Interprets feelings of characters by oral reading.

B. Written.

___1. Writes appropriate titles for stories or paragraphs.

___2. Arranges words in alphabetical order.

___3. Demonstrates ability to write simple letters.

C. Structure.

___1. Demonstrates fluency in the use of complex sentence structures.

___2. Interprets figurative language.

___3. Identifies and interprets the use of similes.

D. Word Meaning.

___1. Classifies words by meaning.

___2. Identifies technical meaning by associating specialized words with content areas.

___3. Identifies meaning by word elements such as prefixes, suffixes, and compound words.

___4. Identifies different meanings for single word forms.

___5. Uses context to find the correct definition of a word.

STRUCTURAL ANALYSIS (SA)

A. Word Division.

___1. Demonstates knowledge that each syllable must contain one or more vowel letters or the letter y.

___2. Divides between double consonant letters.

___3. Divides between unlike consonant letters.

___4. Divides between a consonant letter and a vowel letter.

___5. Divides between two vowel letters unless the letters represent a vowel digraph or a diphthong.

B. Syllables Presented As Units.

___1. Identifies and articulates the tle syllable.

___(təl, ___(l), ___(əl).

D. Root Words.

___1. Indicates mastery of the following structure changes.

___Retaining Y in root word.

___Doubling consonants

___Dropping e

___Changing Y to i.

E. Prefixes.

___1. Demonstrates mastery of the following prefixes.

___a, ___be, ___al, ___un, ___re.

F. Suffixes.

___1. Demonstrates mastery of the following suffixes.

er___, ly___, ment___, y___, es (z)___, es (iz)___, es (ez)___, es (əz)___.

___2. Demonstrates mastery of more difficult suffixes.

ent___, est___, ness___, en___, full___, or___, age___, less___, ty___.

H. Diacritical Marks and Respellings.

___1. Utilizes circumflex and primary accent.

COMPREHENSION SKILLS (CS)

A. Main Idea.

___1. Identifies key words or phrases that indicate main ideas.

___2. Identifies main ideas of paragraphs or passages.

___3. Utilizes paragraph structure to aid in determining main idea.

___4. Selects main points according to reader's purposes and needs.

B. Details.

___1. Notes words or phrases that establish character or setting.

___2. Locates details relevant to main ideas.

___3. Supplies details under main ideas.

___4. Discusses factual information.

C. Sequence.

___1. Notes words or phrases that indicate order or sequence.

___2. Numbers and arranges sentences to show sequence of events in a story.

D. Interpretation and Appreciation.

___1. Interprets complex sentences.

___2. Recognizes exaggeration.

E. Punctuation.

___1. Demonstrates mastery of apostrophe in possessives.

___2. Demonstrates mastery of comma

___between subordinate clause preceding main clause,

___between adjectives, and

___for appositives.

___3. Demonstrates mastery of hyphen in compound words.

F. Critical Evaluation.

___1. Selects words or phrases to answer questions or to complete sentences.

___2. Selects sentences or paragraphs to support conclusions.

___3. Determines author's meaning.

STUDY SKILLS (SS)

A. Alphabetizing.

___1. Observes the use of alphabetical order to locate information in encyclopedia.

___2. Locates and arranges words alphabetically by the first three or four letters.

B. Using the Dictionary.

___1. Locates words by alphabetical arrangement.

___2. Marks primary accent in simple plurisyllabic words.

D. Using Reference Materials.

___1. Locates entries in encyclopedias.

___2. Finds and clips articles of special interest in newspapers and magazines.

E. Reading Graphic Materials.

___1. Interprets simple legends and symbols on maps and globes.

F. Skimming and Scanning.

___1. Locates figurative expressions.

___2. Finds words in alphabetical lists.

___3. Locates main idea of a single paragraph.

___4. Locates information on content pages.

G. Prerequisites to Organization and Outlining.

___1. Relates phrases and sentences to questions.

H. Summarizing.

___1. Gives a brief oral review of material read.

___2. Identifies summary phrases or statements of paragraphs or stories.

LEVEL IV (3.0 - 4.0)

LANGUAGE DEVELOPMENT (LD)

A. Oral.

___1. Gives brief interpretations of fables.

___2. Discusses sequence of time.

___3. Describes vivid imagery of "word pictures" in stories.

___4. Describes story characters.

B. Written.

___1. Identifies additional diacritical marks.

___2. Interprets graphic material.

___3. Writes business letters.

___4. Balances bank statement.

C. Structure.

___1. Demonstrates fluency in the use of clauses as subjects.

___2. Demonstrates fluency with absolutes.

___3. Recognizes the subject of a sentence.

___4. Demonstrates an understanding of various parts of a sentence.

D. Word Meaning.

___1. Recognizes homonyms and homographs.

___2. Recognizes definitions provided by author

___3. Identifies meaning by word function.

___4. Recognizes qualifying words that are used to introduce words in context.

STRUCTURAL ANALYSIS (SA)

B. Syllables Presented As Units.

___1. Identifies and articulates the following syllable units.

tion (shən)___, tion (chən)___, ex (egz)___, ex (eks)___, ex (igz)___, ex (iks)___, sion (shən)___, sion (zhən)___, tain (tān)___.

D. Root Words.

___1. Indicates mastery of the following structure change.

___Changing f and fe to v before adding es.

E. Prefixes.

___1. Demonstrates mastery of the following prefixes.

de___, dis___, en___, fore___, mid___.

F. Suffixes.

___1. Demonstrates mastery of the following suffixes.

able___, al___, ish___.

H. Diacritical Marks and Respellings.

___1. Utilizes secondary accent.

COMPREHENSION SKILLS (CS)

A. Main Idea.

___1. Summarizes main ideas of a selection and selects main heads for outlines.

___2. Identifies the purpose of introductory and concluding paragraphs.

___3. Identifies the unifying idea in several paragraphs.

B. Details.

___1. Identifies details needed to fill in various kinds of forms.

___2. Distinguishes between important and less important details.

C. Sequence.

___1. Utilizes word clues to find sequence.

___2. Organizes main ideas in sequence.

D. Interpretation and Appreciation.

___1. Interprets idiomatic expressions.

___2. Identifies story types and recognizes their characteristics.

___3. Describes story characters.

E. Punctuation.

___1. Demonstrates mastery of comma with interrupters.

___2. Demonstrates mastery of em dash in sentences.

___3. Demonstrates mastery of quotation marks in dialogue.

___4. Demonstrates use of hyphen at the end of line dividing compound words, prefix, and root word, or root word and suffix.

F. Critical Evaluation.

___1. Distinguishes between important and unimportant details in paragraphs or statements.

___2. Demonstrates understanding of inferred meanings.

___3. Distinguishes between relevant and irrelevant statements.

B. Using the Dictionary.

___1. Marks secondary accent in plurisyllabic words.

___2. Uses guide words to quickly find words in dictionary.

D. Using Reference Materials.

___1. Uses number or letter on spine to select appropriate volume of encyclopedia.

___2. Determines correct key word to locate topic in index of encyclopedia.

E. Reading Graphic Materials

___1. Constructs simple graphs, diagrams, and maps.

___2. Identifies position and directions on maps and globes.

___3. Interprets simple scales of distance on maps.

F. Skimming and Scanning.

___1. Locates details to support inferences.

___2. Locates main ideas and details related to main ideas.

___3. Locates the meaning of a given word.

G. Prerequisites to Organization and Outlining.

___1. Lists events in sequence.

___2. Relates story events to correct title.

H. Summarizing.

___1. Selects material from several sources to give oral summary.

APPENDIX E

WORKSHOP EVALUATIONS

EVALUATION FORM LARRY YOUNG -- Developing Retention & Counseling Strategies NLR Workshop, October 10, '

1. Were you interested in the topics presented?	Very much 5	Quite a bit 0	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 5	Quite a bit 0	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 3	Probably did 1	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 2	Probably did 2	Maybe 1	Not at all 0
5. Were your previous opinions confirmed or strengthened?	Very much 1	Quite a bit 4	Some but not much 0	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 4	It probably did 1	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 0	All that was needed 5	Should have been more 0	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 5	Should have been more 0	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 3	Maybe 2	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 5	Quite a bit 0	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) Comments: Larry did an excellent job.

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EVALUATION FORM DR. DON THURMAN -- Developing & Using P.O.M. NLR Workshop, October 10, 1974

1. Were you interested in the topics presented?	Very much 5	Quite a bit 2	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 4	Quite a bit 2	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 4	Probably did 2	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 3	Probably did 2	Maybe 1	Not at all 1
5. Were your previous opinions confirmed or strengthened?	Very much 4	Quite a bit 1	Some but not much 1	Very little 1
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 5	It probably did 1	I doubt if it did 0	It did not 1
7. Was there enough preparation for the workshop?	More than needed 0	All that was needed 6	Should have been more 1	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 5	Should have been more 1	Should have been much more 1
9. Would the workshop have been better if some parts had been left out?	Certainly not 4	Maybe 2	Probably 1	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 6	Quite a bit 0	Some but not much 1	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) The evaluation procedure seemed counselor-oriented, while it was my opinion that the objective was individualized instruction.

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EVALUATION FORM DR. S. OTHO HESTERLY -- "Transactional Analysis" NLR Workshop, October 12, 1974

1. Were you interested in the topics presented?	Very much 10	Quite a bit 2	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 10	Quite a bit 2	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 12	Probably did 0	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 10	Probably did 1	Maybe 1	Not at all 0
5. Were your previous opinions confirmed or strengthened?	Very much 3	Quite a bit 9	Some but not much 0	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 10	It probably did 2	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 1	All that was needed 10	Should have been more 1	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 11	Should have been more 1	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 8	Maybe 3	Probably 1	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 12	Quite a bit 0	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) I am sure there could be some improvement in any workshop program. However, the workshop on the Right to Read Program and the part on Transactional Analysis was by far one that was so meaningful. Dr. S. O. Hesterly was just great. --- This was one of the best presentations and most interesting subjects that I have been exposed to in many, many moons! --- More of the same. --- This was the high point in the workshop. More of this is needed in Adult Education work. Excellent!

EVALUATION FORM DR. DONNIE DUTTON -- "The Undereducated Adult" NLR Workshop, October 10, 1974

1. Were you interested in the topics presented?	Very much 11	Quite a bit 2	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 9	Quite a bit 3	Some but not much 0	Very little 1
3. Did you learn any new facts or get any new ideas?	Certainly did 10	Probably did 1	Maybe 2	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 7	Probably did 3	Maybe 2	Not at all 1
5. Were your previous opinions confirmed or strengthened?	Very much 6	Quite a bit 5	Some but not much 2	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 10	It probably did 2	I doubt if it did 0	It did not 1
7. Was there enough preparation for the workshop?	More than needed 2	All that was needed 9	Should have been more 1	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 9	Should have been more 2	Should have been much more 1
9. Would the workshop have been better if some parts had been left out?	Certainly not 8	Maybe 3	Probably 0	Definitely 1
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 11	Quite a bit 2	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) Yes, there is a method used by most trainers called the "adopt" method, achieving definite objectives through participatory training. --- More of the same. --- More time to share group activities would be helpful.

EVALUATION FORM

RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Retention" Mrs. Mattie Harrison Feb. 27, 1975

1. Were you interested in the topics presented?	Very much 10	Quite a bit 5	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 10	Quite a bit 5	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 4	Probably did 5	Maybe 4	Not at all 2
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 2	Probably did 5	Maybe 1	Not at all 7
5. Were your previous opinions confirmed or strengthened?	Very much 8	Quite a bit 4	Some but not much 2	Very little 1
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 9	It probably did 5	I doubt if it did 1	It did not 0
7. Was there enough preparation for the workshop?	More than needed 0	All that was needed 12	Should have been more 3	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 12	Should have been more 3	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 14	Maybe 1	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 12	Quite a bit 3	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) "The presentation was good." "I would like to actually see the testing procedures and the application of the educational material." "Planned beautifully." "More workshop experience."

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EVALUATION FORM

RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Techniques of Teaching Adults" Mr. William T. Keaton, Feb. 27, 1975

1. Were you interested in the topics presented?	Very much 14	Quite a bit 0	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 12	Quite a bit 2	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 5	Probably did 7	Maybe 1	Not at all 1
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 5	Probably did 2	Maybe 4	Not at all 3
5. Were your previous opinions confirmed or strengthened?	Very much 6	Quite a bit 7	Some but not much 1	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 9	It probably did 5	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 2	All that was needed 12	Should have been more 0	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 7	Should have been more 7	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 10	Maybe 4	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 10	Quite a bit 3	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) "Opportunity for more group work." "Everything was very well planned." "Materials should be sent to each adult center and instructor." "The wrokshop was just good enough. The presentation was excellent."

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EVALUATION FORM

RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Packet Evaluation & Discussion of Problems Encountered" Dr. Manwarren 2:30 pm 2-27-7

1. Were you interested in the topics presented?	Very much 2	Quite a bit 3	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 3	Quite a bit 2	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 2	Probably did 2	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 1	Probably did 4	Maybe 0	Not at all 0
5. Were your previous opinions confirmed or strengthened?	Very much 3	Quite a bit 1	Some but not much 1	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 3	It probably did 2	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 1	All that was needed 1	Should have been more 3	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 1	All that was needed 4	Should have been more 0	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 4	Maybe 1	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 3	Quite a bit 2	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.)

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EVALUATION FORM

RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Techniques of Recruiting Adults" Mrs. Betty Morris Feb. 27, 1975

1. Were you interested in the topics presented?	Very much 4	Quite a bit 0	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 4	Quite a bit 0	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 3	Probably did 1	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 3	Probably did 0	Maybe 0	Not at all 0
5. Were your previous opinions confirmed or strengthened?	Very much 4	Quite a bit 0	Some but not much 0	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 4	It probably did 0	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 1	All that was needed 3	Should have been more 0	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 4	Should have been more 0	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 4	Maybe 0	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 4	Quite a bit 0	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) "She was very good." "Everything was very well planned."

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EVALUATION FORM

RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Problems Encountered in Recruiting; Discussion of Counseling Retention" Mr. Larry Youn
Feb. 27, 1975

1. Were you interested in the topics presented?	Very much 4	Quite a bit 0	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 4	Quite a bit 0	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 4	Probably did 0	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 2	Probably did 2	Maybe 0	Not at all 0
5. Were your previous opinions confirmed or strengthened?	Very much 2	Quite a bit 2	Some but not much 0	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 4	It probably did 0	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 1	All that was needed 3	Should have been more 0	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 4	Should have been more 0	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 4	Maybe 0	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 4	Quite a bit 0	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) "Very good," "Very well organized."

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EVALUATION FORM

RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Transactional Analysis" Dr. S. Otho Hesterly Feb. 28, 1975

1. Were you interested in the topics presented?	Very much 9	Quite a bit 0	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 8	Quite a bit 1	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 7	Probably did 1	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 7	Probably did 1	Maybe 0	Not at all 1
5. Were your previous opinions confirmed or strengthened?	Very much 8	Quite a bit 1	Some but not much 0	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 8	It probably did 1	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 1	All that was needed 8	Should have been more 0	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 1	All that was needed 7	Should have been more 1	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 8	Maybe 1	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 8	Quite a bit 1	Some but not much 0	Very little 0

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11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) "Dr. Hesterly did his usual exceptionally outstanding job in transactional analysis of using studies to draw people into a unit interacting freely in a short time span." "Real good." "Well organized."

EVALUATION FORM

RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Diagnosing Reading Packets & Review" Dr. Mildred Manwarren 1:15 p. m. 2-27-75

1. Were you interested in the topics presented?	Very much 4	Quite a bit 1	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 4	Quite a bit 1	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 4	Probably did 1	Maybe 0	Not at all 0
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 2	Probably did 3	Maybe 0	Not at all 0
5. Were your previous opinions confirmed or strengthened?	Very much 3	Quite a bit 2	Some but not much 0	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 2	It probably did 3	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 2	All that was needed 3	Should have been more 0	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 2	Should have been more 2	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 3	Maybe 2	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 4	Quite a bit 1	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) "The concentration of materials are applied with too little time."

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RIGHT TO READ WORKSHOP -- Hot Springs, February 26 - 28, 1975
"Communicating with Adults" Dr. Martin Schoppmeyer, Feb. 27, 1975

EVALUATION FORM

1. Were you interested in the topics presented?	Very much 14	Quite a bit 1	Some but not much 0	Very little 0
2. Did you feel that the group was interested in the topics presented?	Very much 14	Quite a bit 1	Some but not much 0	Very little 0
3. Did you learn any new facts or get any new ideas?	Certainly did 10	Probably did 3	Maybe 1	Not at all 1
4. Did you change any of your previous opinions as a result of the presentation?	Certainly did 7	Probably did 2	Maybe 1	Not at all 4
5. Were your previous opinions confirmed or strengthened?	Very much 8	Quite a bit 5	Some but not much 1	Very little 0
6. Do you think the group accomplished anything as a result of the presentation?	It certainly did 9	It probably did 7	I doubt if it did 0	It did not 0
7. Was there enough preparation for the workshop?	More than needed 1	All that was needed 11	Should have been more 1	Should have been much more 0
8. Was there enough opportunity for discussion?	Too much 0	All that was needed 10	Should have been more 3	Should have been much more 0
9. Would the workshop have been better if some parts had been left out?	Certainly not 14	Maybe 2	Probably 0	Definitely 0
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 14	Quite a bit 1	Some but not much 0	Very little 0

11. Do you have suggestions (about techniques, material, what should be left out -- put in, etc.) for improving future meetings? Use other side of page if necessary.) "Answers 3 & 4 are not to be taken negatively. The presentation reinforced former facts and ideas and to me this is positive." "This period was excellent." "Everything was well organized." "More of the same."

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APPENDIX F

PROJECT EVALUATIONS

Comments from Weekly and Monthly Status Reports by Site Coordinators and Counselors:

Bentonville: Site Coordinator

"Excellent materials received from the Division of Continuing Education, University of Arkansas." "Each week I am appreciative of the materials furnished. They are useful and serve the students."

"The News for You was sent home with Steve Scholl. Apparently the family read and talked about it. Steve was very pleased with the paper . . ."

"The Alpha Omicron chapter of Delta Kappa Gamma visited the Learning Center to learn about the programs offered. They were impressed with the Right to Read program and materials."

"All the materials we received have been processed and are being circulated. They are excellent and we do appreciate them."

"Thank you for the News For You. Our people look forward to it. We are making use of the library materials every day and find them most helpful."

"I enjoyed the workshop at Hot Springs and feel it was helpful in carrying out the program."

"This week Mrs. Katie Coffman with the Office of Human Concern, Rogers who works with the volunteer program, brought nine volunteers to the Learning Center for a tour and asked the staff to tell of our operation. We, of course, included the Right to Read project as part of our curriculum."

Dermott: Site Coordinator

"I enjoy working with this project, especially with my students."

"Students are concerned about the program ending. They would like to continue their learning activities during the summer months. They are very eager to learn." "Students are looking forward to continuing their night classes, if possible."

"On Thursday, students were given the WRAT Test . . . for the first time. Test scores show some improvements from where they were at the beginning

of this Right to Read Program."

"Students are still attending class regularly with eagerness to learn. Their writing and comprehension ability are steadily improving. However, their actual learning activities are gradually improving. This stems from their inability to spell or read any of the words being used in their packet. But, the Counselor and I are very pleased with this progress stated above. For they can write their names, alphabets, and numbers legibly. They also recognize and can say their alphabet, along with a few other words."

Helena: Site Coordinator

"Since I am working with a pair of tutors this summer, I am attempting to enroll at least two more Right to Read students. I am going to make several visits to addresses that we have been supplied with."

"I have recruited two more students. I believe one of the recruitees is 54 years old and has never been to a school."

"The Site Counselor and I spend quite a lot of time discussing how we may add innovations that will help stimulate these people. I find that counseling is very important with the program. The students get depressed and this is where the Site Counselor is so effective."

"I attended the workshop in Hot Springs. It was very informative and it cleared up a lot of tangles that I had."

"We have surveyed about a three mile area in Helena and have discovered 15 non-readers. This was done by two of the students. They actually talked to people about reading and what we do in the Right to Read program."

"Friday after work, I explained and shared the program's math books with the teacher at the Elaine Branch (ABE). We found the people in this particular branch badly in need of math skills."

"I visited two churches last week and made the congregation aware of the Right to Read program. We are going to canvass a certain area of this community and try to come up with a projection of hard-core illiteracy."

"I visited the Revenue Department where people go and attempt to pass the driver's examination. The officials are cooperating with me in seeking out the illiterate applicants so that our propgram will reach these people. The Counselor is in the process of visiting other agencies where we may find people who may benefit from the program."

Little Rock: Site Coordinator

"The students are progressing very well. They have begun to read short stories. The library material has really helped."

"The students really enjoy the newspaper and library books."

Marked Tree: Site Counselor

Bentonville: Site Counselor

"In regard to retention, we are following guidelines recommended by the Adult Education Section."

Dermott: Site Counselor

"The students expressed their appreciation for what they had gained in the classes. They felt that their teacher was doing a good job teaching them."

"I had a short group session with the counselees tonight. They expressed a desire to continue the program. They are very pleased with the program and desire to participate in a summer program."

"An article was sent to the local radio station and the local newspaper for recruitment strategies. We also talked with members in already existing adult classes, made telephone calls, asked recruited ones to contact others."

Helena: Site Counselor

"We had an interesting workshop last week in Hot Springs. Our counseling supervisor Mr. Young brought out some of the main points that we as counselors need to be dealing with."

"We are continuing to experience success with our participants."

'The students seemed to be very enthusiastic about the program. They are coming to class and after class they make statements such as, "I am glad that this program is here!'"

Little Rock: Site Counselor

"Each day in an informal manner, these students have made considerable progress."

Marked Tree: Site Counselor

"The program seems to be improving with the interest of the students as well as the community."

"The students were very pleased with the new books and the current information on the Black history."

Bentonville: Joint Report

"We all agreed that the project had a great deal of merit and accomplished what it was designed to do."

APPENDIX G

ALPHABETICAL FILE INDEX

ALPHABETICAL FILE INDEX

Adult Education - General Information. M1.00. C:1, D:1.

Adult Education - OEG-0-74-1765 - General. M1.01. C:1, D:1.

Advisory Council Meetings. C2.00. C:1, D:1.

Approved Model Components. C6.00-C. C:2, D:2 & D:3.

Communication - External. C4.00-A. C:1, D:1.

Communication - Internal. C4.00-B. C:1, D:1.

Conferences - Adult Education - Arkansas. M2.02. C:1, D:1.

Conferences - Adult Education - Region VI. M2.03. C:1, D:1.

Educational Models. C6.01. C:2, D2 & D3.

Field Retest Packets. C6.00-B. C:2, D:2 & D3.

Forms. M3.00. C:1, D:1.

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Learning Sites - General - Bentonville. M4.01. C:1, D:1.

Learning Sites - General - Dermott. M4.02. C:1, D:1.

Learning Sites - General - Helena. M4.03. C:1, D:1.

Learning Sites - General - Little Rock. M4.04. C:1, D:1.

Learning Sites - General - Marked Tree. M4.05. C:1, D:1.

Materials Sent to Sites. M10.00. C:2, D:1.

Materials Sent to Sites - Originals. M10.01. C:2, D:1.

Media Releases and Speaking Engagements. C5.00. C:1, D:1.

Meetings - Director and ABE Supervisor. C8.02-C. C:1, D:1.

Meetings - Director and Curriculum Consultant. C8.02-A. C:1, D:1.

Meetings - Director and Guidance Consultant. C8.02-B. C:1, D:1.

Meetings - Director and Site Staff - Bentonville. C8.01-A. C:1, D:1.

Meetings - Director and Site Staff - Dermott. C8.01-B. C:1, D:1.

Meetings - Director and Site Staff - Fayetteville. C8.01-F. C:1, D:1.

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Meetings - Director and Site Staff - Helena. C8.01-C. C:1, D:1.

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Participant Outcome Measure. M8.00. C:1, D:1.

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PEP - Field Test Packets - Original Copies. C6.00. C:2, D:2 & D:3.

Personnel - Advisory Council. P.D. 4.00. C:1, D:1.

Personnel - Curriculum Consultant. P.D.4.00. C:1, D:1.

Personnel - General Information. P.D.0.00. C:1, D:1.

Personnel - Guidance Consultant. P.D.5.00. C:1, D:1.

Personnel - External Evaluator. P.D.12.00. C:1, D:1.

Personnel - Internal Auditor. P.D.11.00. C:1, D:1.

Personnel - Production Clerk. P.D.10.00. C:1, D:1.

Personnel - Project Director. P.D.2.00. C:1, D:1.

Personnel - Secretary. P.D.8.00. C:1, D:1.

Personnel - Site Coordinator. P.D.7.00. C:1, D:1.

Personnel - Site Counselor. P.D.6.00. C:1, D:1.

Personnel - Student Assistant - Addington. P.D.9.00-A. C:1, D:1.

Personnel - Student Assistant - Coleman. P.D.9.00-D. C:1, D:1.

Personnel - Student Assistant - Davidson. P.D.9.00-C. C:1, D:1.

Personnel - Student Assistant - Mitchell. P.D.9.00-E. C:1, D:1.

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Project Audits - External Evaluator. A1.00. A1.01. C:1, D:1

Project Personnel Developmental Evaluation.P.D.3.02. C:1, D:1.

Project Strategies - Counseling. M5.02. C:1, D:1.

Project Strategies - Recruitment. M5.01. C:1, D:1.

Project Strategies - Retention. M5.03. C:1, D:1.

Purchase Orders (Requisitions). C3.00 C:1, D:1.

Status Reports - Accumulative - Project Director. C1.08. C:1, D:1.

Status Reports - Biweekly - Project Director. C1.01. C:1, D:1.

Status Reports - General Information. C1.00. C:1, D:1.

Status Reports - Master Charts. C1.00-A. C:1, D:1.

Status Reports - Monthly - Bentonville. C1.06-F. C:1, D:1.

Status Reports - Monthly - Dermott. C1.06-G. C:1, D:1.

Status Reports - Monthly - Helena. C1.06-H. C:1, D:1.

Status Reports - Monthly - Little Rock. C1.06-I. C:1, D:1.

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Status Reports - Weekly - Curriculum Consultant. C1.03. C:1, D:1.

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Status Reports - Weekly - Site Coordinators - Dermott. C1.05-B. C:1, D:1.

Status Reports - Weekly - Site Coordinators - Helena. C1.05-C. C:1, D:1.

Status Reports - Weekly - Site Coordinators - Little Rock. C1.05-D. C:1, D:1.

Status Reports - Weekly - Site Coordinators - Marked Tree. C1.05-E. C:1, D:1.

Status Reports - Weekly - Site Counselors - Bentonville. C1.06-A. C:1, D:1.

Status Reports - Weekly - Site Counselors - Dermott. C1.06-B. C:1, D:1.

Status Reports - Weekly - Site Counselors - Helena. C1.06-C. C:1, D:1.

Status Reports - Weekly - Site Counselors - Little Rock. C1.06-D. C:1, D:1.

Status Reports - Weekly - Site Counselors - Marked Tree. C1.06-E. C:1, D:1.

Student Testing Information - 1974/75. M12.00-A. C:2, D:1.

Student Testing Information - 1975/76. M12.00-B. C:2, D:1.

Transactional Analysis. M7.00. C:1, D:1.

Transitional Analysis. M6.00. C:1, D:1.

Travel - Director's Trip Reports. C.7.00.
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Travel - Expense Reports - Project Director. C7.00-A. C:1, D:1.

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Visits - Project Director and Learning Sites. C8.05.
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Workshop - Pre-service - OEG-0-74-1765. M2.00. C:1, D:1.

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A1.00 - Project Audits - External Evaluator. C:1, D:1.

C1.00 - Status Reports - General Information. C:1, D:1.

C1.00-A - Status Reports - Master Charts. C:1, D:1.

C1.01 - Status Reports - Biweekly - Project Director. C:1, D:1.

C1.03 - Status Reports - Weekly - Curriculum Consultant. C:1, D:1.

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C1.05-A - Status Reports - Weekly - Site Coordinators - Bentonville. C:1, D:1.

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C1.05-C - Status Reports - Weekly - Site Coordinators - Helena. C:1, D:1.

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C1.05-E - Status Reports - Weekly - Site Coordinators - Marked Tree. C:1, D:1.

C1.06-A - Status Reports - Weekly - Site Counselors - Bentonville. C:1, D:1.

C1.06-B - Status Reports - Weekly - Site Counselors - Dermott. C:1, D:1.

C1.06-C - Status Reports - Weekly - Site Counselors - Helena. C:1, D:1.

C1.06-D - Status Reports - Weekly - Site Counselors - Little Rock. C:1, D:1.

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C1.06-G - Status Reports - Monthly - Dermott. C:1, D:1.

C1.06-H - Status Reports - Monthly - Helena. C:1, D:1.

C1.06-I - Status Reports - Monthly - Little Rock. C:1, D:1.

C1.06-J - Status Reports - Monthly - Marked Tree. C:1, D:1.

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C3.00 - Purchase Orders (Requisitions). C:1, D:1.

C3.00-A - Invoices and Packing Slips. C:1, D:1.

C4.00-A - Communication - External. C:1, D:1.

C4.00-B - Communication - Internal. C:1, D:1.

C5.00 - Media Releases and Speaking Engagements. C:1, D:1.

C6.00 - PEP -- Field Test Packets - Original Copies. C:2, D:2 & D:3.

C6.00-A - PEP -- Field Test Packets. C:2, D:2 & D:3.

C6.00-B - Field Retest Packets. C:2, D:2 & D:3.

C6.00-C - Approved Model Components. C:2, D:2 & D:3.

C6.01 - Educational Models. C:2, D:2 & D:3.

C7.00 - Travel - Director's Trip Reports.
X - See C8.01-A -- C8.01-E. C:1, D:1.

C7.00-A - Travel - Expense Reports - Project Director. C:1, D:1.

C7.00-B - Travel - Expense Reports - Project Staff. C:1, D:1.

C8.01-A - Meetings - Director and Site Staff - Bentonville. C:1, D:1.

C8.01-B - Meetings - Director and Site Staff - Dermott. C:1, D:1.

C8.01-C - Meetings - Director and Site Staff - Helena. C:1, D:1.

C8.01-D - Meetings - Director and Site Staff - Little Rock. C:1, D:1.

C8.01-E - Meetings - Director and Site Staff - Marked Tree. C:1, D:1.

C8.01-F - Meetings - Director and Site Staff - Fayetteville. C:1, D:1.

C8.01-G - Meetings - Director and Site Staff - Forrest City. C:1, D:1.

C8.02-A - Meetings - Director and Curriculum Consultant. C:1, D:1.

C8.02-B - Meetings - Director and Guidance Consultant. C:1, D:1.

TEMPORARY ROSTER FOR _____ AT _____

1. Check with students, whose names appear on the list that the information is correct.

2. If there are any students in your class whose names do not appear on the Roster, please add their names.

3. Give each of these students one set of registration material and ask them to complete their registration.

4. Make sure these students write their checks in the amount of $65.00 ($60.00 for the course and $5.00 for registering late).

5. Collect the completed registrations and return them together with the Temporary Roster to this office, immediately following the first class session.

Thank you.

Gordon Herrington
Associate Director
Division of Continuing Education

C8.02-C - Meetings - Director and ABE Supervisor. C:1, D:1.

C8.04-A - Visits - Curriculum Consultant and Learning Sites. C:1, D:1.

C8.04-B - Visits - Guidance Consultant and Learning Sites.
X - See C1.04. C:1, D:1.

C8.05 - Visits - Project Director and Learning Sites.
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M1.00 - Adult Education - General Information. C:1, D:1.

M1.01 - Adult Education - OEG-0-74-1765 - General. C:1, D:1.

M2.00 - Workshop - Pre-service - OEG-0-74-1765. C:1, D:1.

M2.01 - Workshop - In-service - OEG-0-74-1765. C:1, D:1.

M2.02 - Conferences - Adult Education - Arkansas. C:1, D:1.

M2.03 - Conferences - Adult Education - Region VI. C:1, D:1.

M3.00 - Forms. C:1, D:1.

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M4.01 - Learning Sites - General - Bentonville. C:1, D:1.

M4.02 - Learning Sites - General - Dermott. C:1, D:1.

M4.03 - Learning Sites - General - Helena. C:1, D:1.

M4.04 - Learning Sites - General - Little Rock. C:1, D:1.

M4.05 - Learning Sites - General - Marked Tree. C:1, D:1.

M5.01 - Project Strategies - Recruitment. C:1, D:1.

M5.02 - Project Strategies - Counseling. C:1, D:1.

M5.03 - Project Strategies - Retention. C:1, D:1.

M6.00 - Transitional Analysis. C:1, D:1.

M7.00 - Transactional Analysis. C:1, D:1.

M8.00 - Participant Outcome Measure. C:1, D:1.

M9.00 - Packet Evaluations. C:2, D:1.

M10.00 - Materials Sent to Sites. C:2, D:1.

M10.01 - Materials Sent to Sites - Originals. C:2, D:1.

M11.00 - Pre-service Workshop Materials - October, 1974. C:2, D:1.

M12.00-A - Student Testing Information - 1974/75. C:2, D:1.

M12.00-B - Student Testing Information - 1975/76. C:2, D:1.

P.D. 0.00 - Personnel - General Information. C:1, D:1.

P.D. 1.00 - Personnel - Advisory Council. C:1, D:1.

P.D. 2.00 - Personnel - Project Director. C:1, D:1.

P.D. 3.02 - Project Personnel Developmental Evaluation. C:1, D:1.

P.D. 4.00 - Personnel - Curriculum Consultant. C:1, D:1.

P.D. 5.00 - Personnel - Guidance Consultant. C:1, D:1.

P.D. 6.00 - Personnel - Site Counselor. C:1, D:1.

P.D. 7.00 - Personnel - Site Coordinator. C:1, D:1.

P.D. 8.00 - Personnel - Secretary. C:1, D:1.

P.D. 9.00-A - Personnel - Student Assistant - Addington. C:1, D:1.

P.D. 9.00-B - Personnel - Student Assistant - Shook. C:1, D:1.

P.D. 9.00-C - Personnel - Student Assistant - Davidson. C:1, D:1.

P.D. 9.00-D - Personnel - Student Assistant - Coleman. C:1, D:1.

P.D. 9.00-E - Personnel - Student Assistant - Mitchell. C:1, D:1.

P.D. 10.00 - Personnel - Production Clerk. C:1, D:1.

P.D. 11.00 - Personnel - Internal Auditor. C:1, D:1.

P.D. 12.00 - Personnel - External Evaluator. C:1, D:1.

C=Cabinet
D=Drawer